City of Port Coquitlam
Child Care Action Plan Report

Prepared by:

Social Planning and Research Council of BC (SPARC BC)

in collaboration with

Sandra Menzer & John Foster

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Contents

ACKNOWLEDGEMENTS

1.0 EXECUTIVE SUMMARY

Quality child care services are critical for the social and economic well-being of our communities. Research has confirmed the importance of child care to the economy, to gender equality, to social inclusion, to healthy child development, and as a key component of poverty reduction. The Province of BC has recognized this and has made a paradigm shift, developing a strategy towards a universal child care system that addresses the significant issues of accessibility, affordability and quality of child care that exist in our communities.

The Tri-Cities, which comprise Coquitlam, Port Coquitlam and Port Moody, applied for and received a grant from the Union of BC Municipalities and hired SPARC BC to develop Child Care Action Plans for each of the three cities. To fulfill its mandate for the City of Port Coquitlam, SPARC BC has conducted a literature review on the components of quality child care systems and programs; compiled promising practices from other jurisdictions; reported on the City's planning framework; conducted surveys of both parents and child care providers; conducted interviews with City staff, key informants, and child care providers; gathered current demographic and child care services information; hosted community meetings; and organized two large workshops to identify solutions and actions.

This final report summarizes this work and makes concrete recommendations for the City of Port Coquitlam's consideration.

According to Census data, in 2016, there were 8,380 children (0-12 years) living in Port Coquitlam. The percentage of children (0-17 years) living in low income families was 14.9%. One-third (33%) of residents were first-generation immigrants and close to 10% of children in the School District were identified as having special needs. In terms of access, there are an estimated 26.8 child care spaces per 100 children overall in Port Coquitlam. However, there are only 15.1 spaces per 100 children for infant/toddlers and 13.6 per 100 children for school agers.

Parents and child care providers both reported that, in addition to simply finding spaces, many families cannot afford the care they want for their children. With regard to quality, operators and others reported the difficulty of finding appropriate and safe indoor and outdoor space and of recruiting and retaining qualified staff. Furthermore, from the literature review it is known that the highest quality care is operated by public organizations and not-for-profits. In Port Coquitlam, only 23% of child care spaces are operated by not-for-profits.

To begin to address these gaps and challenges, SPARC BC is recommending that approximately 1450 new licensed spaces be created in the City of Port Coquitlam over the next 10 years.

- Infant/Toddlers (under 3 years): 348 spaces for a total of 33 spaces/100 children;
- Preschoolers (3 to 5 years):   525 spaces for a total 75 spaces/100 children; and,
- School Agers (6 to 9 years):   576 spaces for a total of 42 spaces/100 children.

It is well recognized that local governments do not have the mandate and resources to address child care needs on their own (i.e., they require support from senior levels of government, community partners, and others to address the gaps in service). That said, it is important to identify targets to guide future planning efforts at a local level for child care. In the absence of Federal or Provincial direction on space targets, or widely accepted standards from the research or other jurisdictions, the consultants

worked with Tri-Cities staff to identify "made in Port Coquitlam" targets – ones that seek to balance pressures to address local needs while also being pragmatic and realistic. The targets take into account employment rates for families and projected population growth, and focus on the two age groups with the largest gaps in access – infant/toddlers and school age.

In addition to the space targets, we are recommending that the City commit to developing an overarching Child Care Policy, as well as undertake a number of actions focusing on changes to City regulations, the application approval process, information provision, setting priorities, relationship and partnership building, and assisting with child care financing.

The report concludes with suggestions for implementation, monitoring and reporting.

2.0 INTRODUCTION

The City of Port Coquitlam has recognized that child care is a vital part of a community's social infrastructure. In addition to directly benefiting the children and families using it, child care positively impacts the local economy and enhances the overall health and well-being of the entire community. In 2018, the Province of BC made a commitment to building a universal, high quality, publicly funded child care system. While details of the long-term plan to move child care away from the current market system are still unfolding, and a number of initiatives towards increasing access, reducing fees and improving quality have been made, serious challenges for families in local communities remain. This report explores opportunities and ways that the City can make a real difference in addressing these challenges, recognizing that the resources and power to significantly change the current child care system ultimately rest with senior levels of government.

This Action Plan will provide the City of Port Coquitlam and its partners with evidence-based, concrete, and actionable recommendations to improve access to high quality child care for the betterment of the community.

The City of Port Coquitlam Child Care Action Plan ("Action Plan") is organized into seven sections and four appendices as follows:

- Section 1.0: Executive Summary
- Section 2.0: Introduction
- Section 3.0: Methodology
- Section 4.0: The Current Child Care System
- Section 5.0: Port Coquitlam: Our Community
- Section 6.0: Strategic Directions and Recommended Actions
- Section 7.0: Implementation, Monitoring and Reporting
- Appendix A: Glossary of Types of Child Care
- Appendix B: Summary of All Recommendations
- Appendix C: Port Coquitlam Needs Assessment
- Appendix D: Key Findings from Research and Promising Practices

3.0 METHODOLOGY

This Action Plan is an evidence-based report that synthesizes how municipalities can support child care in their communities and places this research within the Port Coquitlam context. It draws upon the best in child care research, relevant Statistics Canada data, information provided by the City of Port Coquitlam and School District 43, vulnerability scores derived from the Human Early Learning Partnership ("HELP") Early Development Instrument ("EDI") and Middle Years Development Instrument ("MDI")[1], and BC government and Fraser Health data. Recommendations based on these data sources have been further refined with reference to promising practices from other British Columbian and Canadian municipalities and a strong literature evidence base (see Appendix D – Key Findings from Research and Promising Practices for a detailed look at this evidence). Overall, to inform the plan, the consultants used four primary methods of data collection and analysis and prepared one background Needs Assessment report (Appendix C).

Data Collection Methods

The main purpose of the Tri-Cities Child Care Action Planning project was to conduct a needs assessment, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices.

A major component of this project was community engagement. This was achieved through a variety of means, namely:

- Two online surveys (one for parents with 433 responses from parents residing in Port Coquitlam and one for child care providers with 115 responses from providers across the Tri-Cities);
- Interviews with 16 key informants, 9 child care providers, and 8 City staff;
- Three open houses/community information sessions in Coquitlam and Port Coquitlam which attracted 60 people;
- Two workshops. The first workshop had 28 participants from the 3 Cities, the School District, the Provincial government, and not-for-profits. The second also had 28 participants, most of whom were City and School District elected officials and senior staff.

Following is an overview of these various instruments:

Surveys

The Tri-Cities together administered two online surveys to parents and child care providers to understand current and anticipated child care needs. The Parent survey had 433 responses from parents residing in Port Coquitlam and the Provider survey had 115 responses from child care providers across the Tri-Cities. The participation of parents and child care providers was sought through a network of Tri-Cities

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[1] The Human Early Learning Partnership (HELP) is a collaborative and interdisciplinary research network located within the School of Population and Public Health at UBC. HELP developed the Early Development Instrument (EDI) to measure the developmental health of the kindergarten population across British Columbia. The EDI measures child vulnerability rates in five key domains: physical health and well-being, social competence; emotional maturity; language and cognitive development; and communications skills and general knowledge. The Middle Years Development Instrument (MDI) is based on a self-report questionnaire that asks children in Grade 4 and 7 about their thoughts, feelings and experiences in school and in the community, to capture a holistic snapshot of their physical and mental well-being.

stakeholders who connect regularly with parents and child care providers in their community, as well as promotion through local newspapers and on the Cities' websites and social media.

Interviews

A total of 33 interviews, in-person and by telephone were conducted with staff in the School District, Fraser Health, the three Cities, the non-profit community services sector, and in the child care community.

Child care providers, from both large and small group and family child care centres, were interviewed in order to understand current and projected child care service needs and gaps as well as vulnerabilities children experience in the Tri-Cities.

These interviews provided perspectives on current and anticipated needs, along with challenges and successes, and elicited a list of child care targets, and opportunities, tools and strategies which could help the City to meet these targets.

Community Information Sessions

The purpose of these 'open house style' sessions was to provide residents with information about the current provision of child care locally and some of the factors influencing the number of spaces available. As well, the sessions were designed to generate interest in the Child Care Action Plan and the surveys, gather initial input regarding child care needs, seek input into priority locations for child care facilities, and develop a contact list of people who wanted to remain involved in the community engagement process.

Workshops

The first workshop (Solutions) was hosted by the Tri-Cities and was designed to share the research and data collected through the planning work about the current state of child care in the Tri-Cities, and to explore potential opportunities, strategies, and partnerships to address child care gaps. The second workshop (Actions) was similar in nature, but was hosted by the Tri-Cities Child Care Task Force and was geared toward elected officials and senior staff. The intent for both workshops was to involve key stakeholders who have influence on the success of the solutions and actions identified.
Between the two workshops there were three complementary purposes:

- To confirm the current child care situation and identify any missing information from the research work;
- To identify potential opportunities to collaborate and develop child care services and hubs; and
- To initiate discussions about potential actions to address child care gaps in the community.

Needs Assessment

The City of Port Coquitlam Needs Assessment presents information about demographic trends, household characteristics, child development indicators, and the distribution of existing child care spaces by program type and neighbourhood. The Needs Assessment is largely based on data from the 2016 Census, and also incorporates the most current data from the City of Port Coquitlam, School District 43, Human Early Learning Partnership, and the UBCM Community Child Care Planning Inventory.

4.0 THE CURRENT CHILD CARE SYSTEM

Child care is an integral part of Canada's social infrastructure and is, indeed, an absolute necessity for many families and for the local economy. Provincial governments have the primary responsibility for developing child care policy and programs, but both the federal and local governments also have strong roles to play, as do other local authorities (e.g. regional health authorities) and child care providers.

The Federal Government

The federal government has an important role in the current child care system. For instance, it provides direct child care funding support to some specific population groups: a) First Nations, Metis and Inuit children and families; b) families serving in the Canadian military; and c) some newcomers to Canada enrolled in language programs. The federal government also provides maternity and parental benefits to eligible parents, through Employment Insurance.

In 2018, the Federal Government allocated $153 million to BC for child care, and BC established the following priority areas of investment:

- Enhance the accessibility of child care options by increasing the number of spaces;
- Increase affordability of child care, beginning with Infant/Toddler care;
- Enhance the quality of licensed child care programs by supporting the training and professional development of early childhood educators;
- Enhance equity through targeted investment in underserved communities, such as Indigenous families, families with children with special needs and young parents completing their secondary education.

In addition, the Federal Government has committed a further $535 million to child care over four years to be implemented through agreements with the Provinces and Territories. The priority announced for these funds is school age child care, to build 250,000 new spaces, and to reduce parent fees, but no details are yet available.

The Provincial Government

In BC, the child care system is complex and spans three ministries (Children and Family Development, Health, and Education), all of which have different responsibilities, including the development of legislation, policy and regulations; funding supportive programs and services; providing capital grants; and providing fee subsidies and program supports for families with low incomes.

The Province's commitment is to build a universal, publicly funded child care system that is affordable and available for any family that needs or wants it. To meet this commitment, in 2018, the Provincial government announced a 10-year plan, which includes a $1.3 billion dollar investment in the first three years. The government has now completed or begun work on the following:

- Provided funding for Aboriginal Head Start programs to include child care.
  - This is the first investment toward a child care system that is Indigenous-led, where child care meets the specific needs of Indigenous people. BC's goal is to implement the principles of the UN Declaration on the Rights of Indigenous People and the Calls to Action of the Truth and Reconciliation Commission.
- Developed the Child Care Fee Reduction initiative;
- Created the Affordable Child Care Benefit;

- Committed to create 22,000 new spaces by 2021;
- Established Universal Child Care Prototype Sites;
- Distributed Capital funding via: a) Child Care BC New Spaces Fund and b) UBCM Community Child Care Space Creation Program; and
- Announced wage increases for early childhood educators.

For more information about these and other initiatives, please refer to the Province of BC Child Care Programs website.

In Budget 2019, the Provincial Government increased its investment in child care and early learning by announcing the BC Child Opportunity Benefit, which replaces the previous Early Childhood Tax Benefit. Starting in October 2020, families could receive up to $3,600 per year, depending on their income and number of children.

The Province plays the primary role in advancing accessible, affordable, quality child care programs and the current government has demonstrated a desire to enhance the existing system in British Columbia through many new initiatives. Ultimately, however, child care services are developed and delivered at a community level and therefore municipalities have a critical role to play in fostering a system that provides quality child care.

Local Government

Under Provincial legislation, local governments do not have an assigned child care role. They also do not have the mandate and resources of their senior government counterparts to fully address child care needs. However, municipalities and regional districts are the level of government closest to the people and they generally have the most in-depth understanding of the local context. Municipalities and regional districts can also play a vital role in facilitating the establishment of quality child care in their communities[2]. Examples of supportive actions taken by municipalities in BC include:

- Adopting stand-alone municipal child care policies which articulate the importance of child care to overall community well-being and indicate a commitment to support and also provides the policy foundation for other actions;
- Including the importance of child care in Official Community Plans;
- Convening child care planning tables, with cross-sectoral representation, that are dedicated to sharing information and collaborating on joint initiatives;
- Advocating to senior governments on local child care needs;
- Undertaking child care needs assessments;
- Providing grants to child care providers;
- Amending zoning bylaws to facilitate the development of child care spaces;
- Making space available in municipal facilities, at nominal or below-market rates, for the provision of child care;
- Securing built child care spaces or cash in lieu from developers through the development approval process (e.g., by providing bonus density in exchange for child care contributions);

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[2] Note that before the completion of this Child Care Needs Assessment and Strategy, the Union of BC Municipalities (UBCM) was inviting applications from local governments for two programs: the Community Child Care Space Creation program (funded through the Provincial Government using Federal Government funding) and the Community Child Care Planning program (funded through the Provincial Government).

- Supporting a child care website or link with information targeted both to child care operators and interested parents; and
- Providing recreation services that benefit families and complement licensed child care systems.

Notably, Vancouver and Burnaby have made relationship-building a priority. Vancouver established the Joint Child Care Council (JCC) in 2004 which brings together the City, the Parks Board, the Board of Education, Vancouver Coastal Health and the Vancouver Public Library, along with community organizations and business representatives in order to support quality child care. As a result, the JCC has collaborated on the creation of over 1,000 new child care spaces.

Furthermore, Burnaby developed a Child Care Facilities Memorandum of Agreement (MOA) in 2014 with School District 41 in order to build up to twelve child care facilities in modular buildings on School District lands. This agreement is one of the first of its kind in BC and there is now a further agreement for the City and School District to work together to develop over 700 additional spaces on school grounds.

Other Key Players

Several other parties are involved with the planning, development, support, and operation of child care. Examples include First Nations, regional health authorities, school districts, child care providers and operators, not-for-profit organizations, parents, and the broader community. Additional information on these key child care partners is provided throughout this report.

5.0 PORT COQUITLAM: OUR COMMUNITY

This section highlights several key pieces of data specific to Port Coquitlam, including child population and socio-economic statistics as well as information related to child care availability, needs and priorities. It also highlights information and commentary from the engagement processes in the areas of accessibility, affordability, quality, and partnerships. For more detailed information about the child care context in Port Coquitlam, including a comprehensive statistical community profile and summaries of findings from each community engagement activity, please refer to the Needs Assessment report (Appendix C).

According to Census data, in 2016, there were 8,380 children (0 to 12 years) living in Port Coquitlam, with a modest projected increase to 8,464 children by 2035. One-third (33%) of residents were first-generation immigrants and there were 66 languages spoken in the City. 3.4% of the population identified as Aboriginal (about 2,000 individuals). In terms of access, there are an estimated 26.8 child care spaces per 100 children overall in Port Coquitlam. However, there are only 15.1 spaces per 100 children for infant/toddlers and 13.6 per 100 children for school agers.

Child Population

Projections provided by the City of Port Coquitlam estimate a net increase of 84 children aged 0 to 12 years between 2016 and 2035 (an increase of 1%). The number of 0 to 4-year-olds is projected to increase by 122 children (+4.1% change), while the number of 5 to 12-year-olds is projected to decrease by 38 children (-0.7% change) (Figure 1). While population projections suggest the child population in Port Coquitlam will remain relatively stable over the next 15 years, any new residential developments will likely create more need for child care.

Figure 1: Current and Projected Child Population, 2016 to 2035

Current and Projected Population, Children 0 to 12 Years
Source: Census 2016 and City of Port Coquitlam projections.
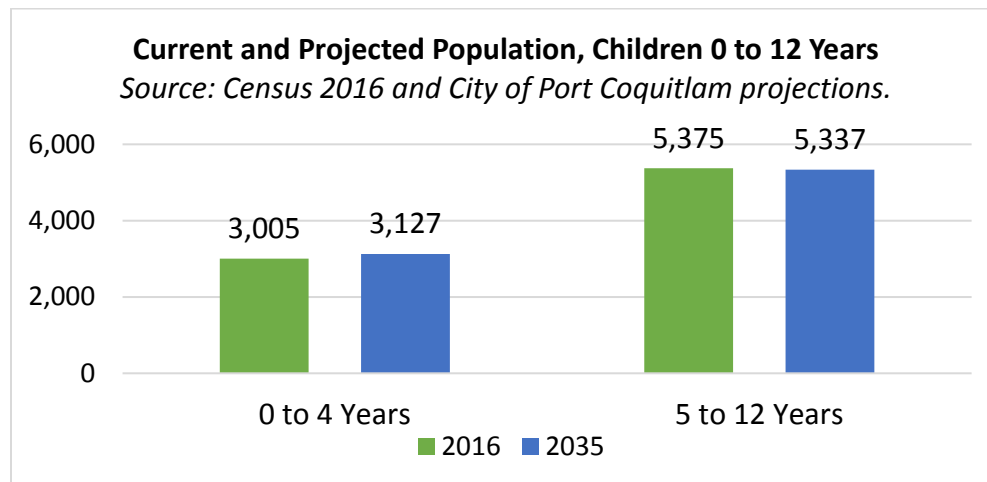
Child Vulnerability and Well-Being

To estimate child vulnerability and well-being, we use the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI), both developed by the Human Early Learning Partnership (HELP) at UBC.

The EDI is based on a survey of kindergarten children. Vulnerable children are defined as those who, without additional support and care, are more likely to experience challenges in their school years and beyond. EDI is measured along five scales: Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and Communication Skills & General Knowledge.

The MDI is based on a survey of children in Grades 4 to 7. The MDI results are summarized in two indices: the Well-Being Index and the Asset Index. The MDI Well-Being Index combines measures of Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health to provide a holistic summary of children's mental and physical health. Index scores are reported by three categories: high well-being or thriving, medium well-being, and low well-being.

A large and growing body of evidence demonstrates that high-quality child care contributes to children's well-being and development. In addition, high-quality child care can help children develop the skills they need for success in school and in their lives outside of school. By identifying the neighbourhoods of their communities with the highest rates of childhood vulnerability, policy-makers can make informed decisions about where to prioritize investments in child care in order to make the biggest impacts in the lives of children who need it most.

A complete description of both instruments and findings from the EDI and MDI can be found at http://earlylearning.ubc.ca.

Figure 2: Vulnerability and Low Well-Being Rates, EDI (2019) and MDI (2018/19)

Percent of Kindergarten Age Children Who are Vulnerable
School District 43: 35%, BC: 33%
Source: Early Development Instrument (EDI) Wave 7 (2019)

Percent of Children in Grades 4 - 7 with Low Well-Being
School District 43: 31%, BC: 34%
Source: Middle Years Development Index (MDI), 2018/19
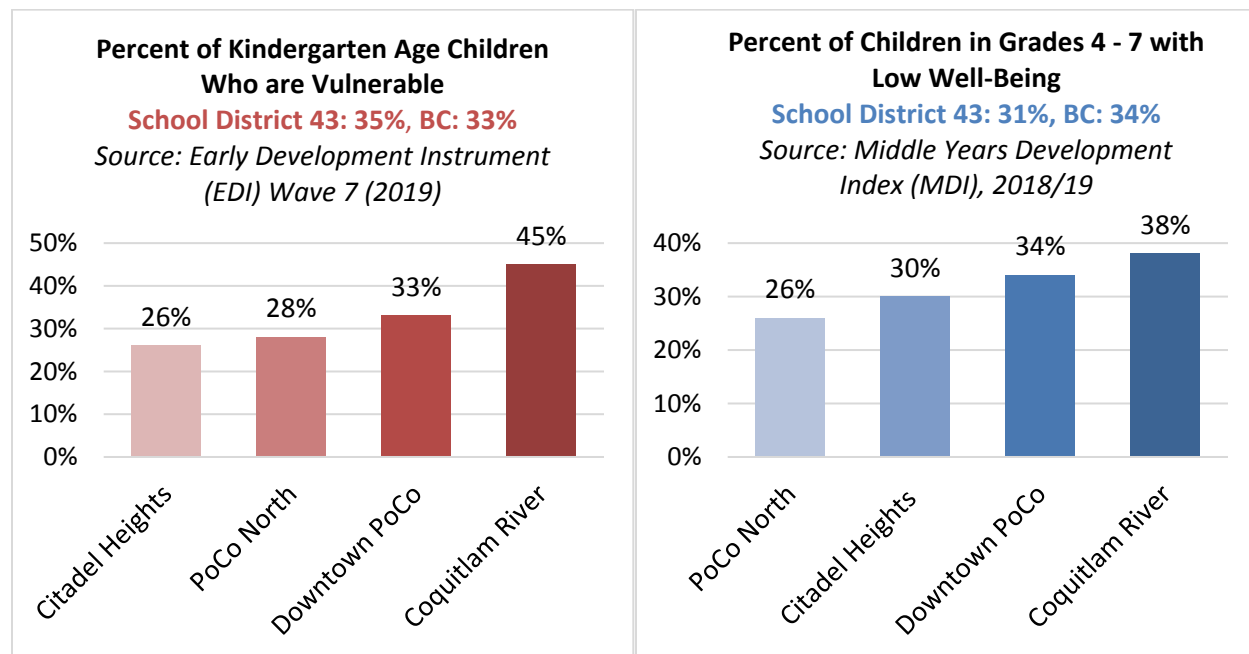
Parent Employment

In Port Coquitlam in 2015, 83.1% of couple families with at least one child 0 – 17 years of age had two or more earners (4,760 families). 86.1% of lone parent families with at least one child 0 – 17 years of age had one or more earners (1,280 families)[3]. We can generally assume these families are primarily working parent households, where some form of care arrangement may be needed for younger children in the family.

Household Income and Child Care Fees

Child care costs are prohibitive for many families, and can contribute to higher rates of poverty among lone parent families in particular. In Port Coquitlam, the annual median income (before-tax) for lone parent families with children under 6 is $33,664 whereas the median family income for couple families with children under 6 is $103,863 (Figure 3).

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[3]Statistics Canada. Census Family Total Income Groups (22) in Constant (2015) Dollars, Census Family Structure (7), Family Size of Census Family (4), Ages of Census Family Members (18), Number of Earners in the Census Family (5) for Census Families, 2006, 2016 Census. Downloaded from Community Data Program: https://communitydata.ca/content/census-family-total-income-groups-22-constant-2015-dollars-census-family-structure-7-family

Figure 3: Median Annual Income (Before-Tax) for Families with Children Under 6
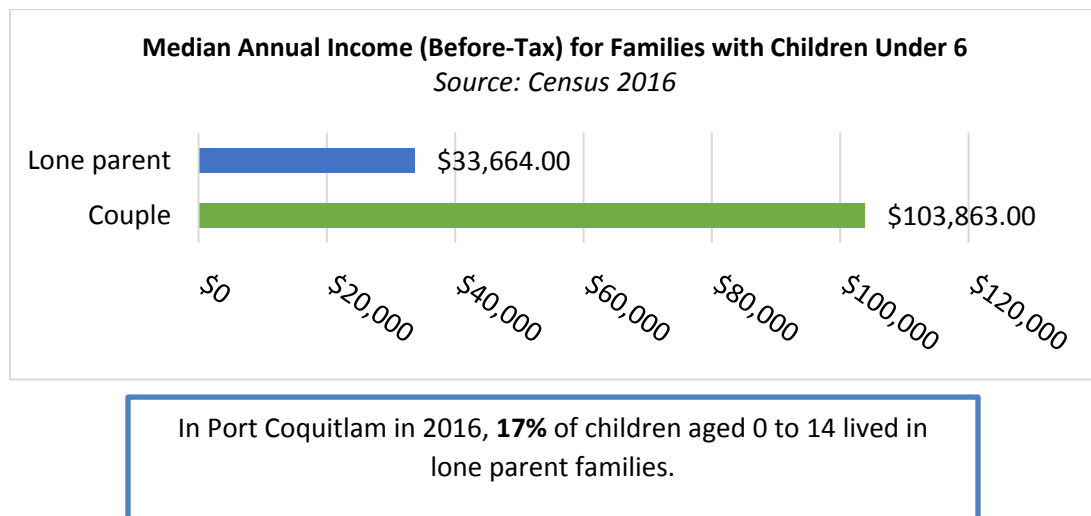
Median Annual Income (Before-Tax) for Families with Children Under 6
Source: Census 2016

Lone parent $33,664.00

Couple $103,863.00

$0 $20,000 $40,000 $60,000 $80,000 $100,000 $120,000

In Port Coquitlam in 2016, **17%** of children aged 0 to 14 lived in lone parent families.

According to the Fee Survey conducted by the YMCA Child Care Resource and Referral in February 2020, the average monthly fee for family child care in Port Coquitlam is $876 for infant care, $858 for toddler, $777 for 3 to 5-year-olds, and $456 for school age. The average monthly fee for group care is $976 for infant care, $958 for toddler, $735 for 3 to 5-year-olds, and $393 for school age (Figure 4).

Figure 4: Average Monthly Full-Time Child Care Fees, February 2020

Average Monthly Full-Time Child Care Fees, Port Coquitlam
Source: YMCA Tri-Cities Child Care Reference and Referral, Feb 2020

Infant $976 / $876

Toddler $958 / $858

3 - 5 Years $735 / $777

School Age $393 / $456

Group Care   Family Care

$0 $200 $400 $600 $800 $1,000 $1,200
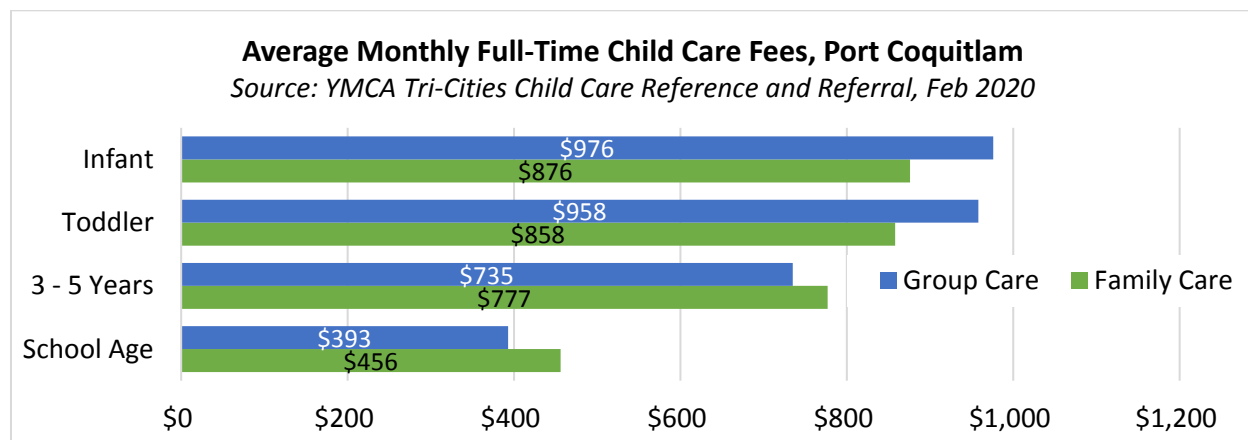
Child Care Spaces

In 2019, there were 2,245 licensed child care spaces in Port Coquitlam. Spaces from part-time preschool, family child care, and multi-age programs accounted for 29% of these licensed spaces, while group child care programs accounted for the remaining 71%. Group child care spaces not only make up the largest share of child care spaces; they are also the programs over which municipalities have the most direct influence to facilitate growth in and are the programs which were identified as the biggest preference in the parent survey. Because of this, the recommendations and actions in this report are focused on group child care. See Appendix A for a glossary of the different types of child care in BC.

Overall, the City of Port Coquitlam had 26.8 child care spaces for every 100 children from birth to 12 years of age. By comparison, Metro Vancouver has 18.6 child care spaces for every 100 children, BC has 18.4, and Canada has 27.2

Figure 5 shows the group spaces only per 100 children in Port Coquitlam, by age group. There is no equivalent data by age group and licensing type available for Metro Vancouver, BC, or Canada.

Figure 5: Group Child Care Spaces per 100 Children

Group Child Care Spaces in Port Coquitlam, 2019[4]
Sources: Census 2016 & Fraser Health Licensing

Infant Toddler 15.1 Spaces per 100 Children 272 spaces	Preschooler Age 44.4 Spaces per 100 Children 655 spaces	School Age 13.6 Spaces per 100 Children 689 spaces
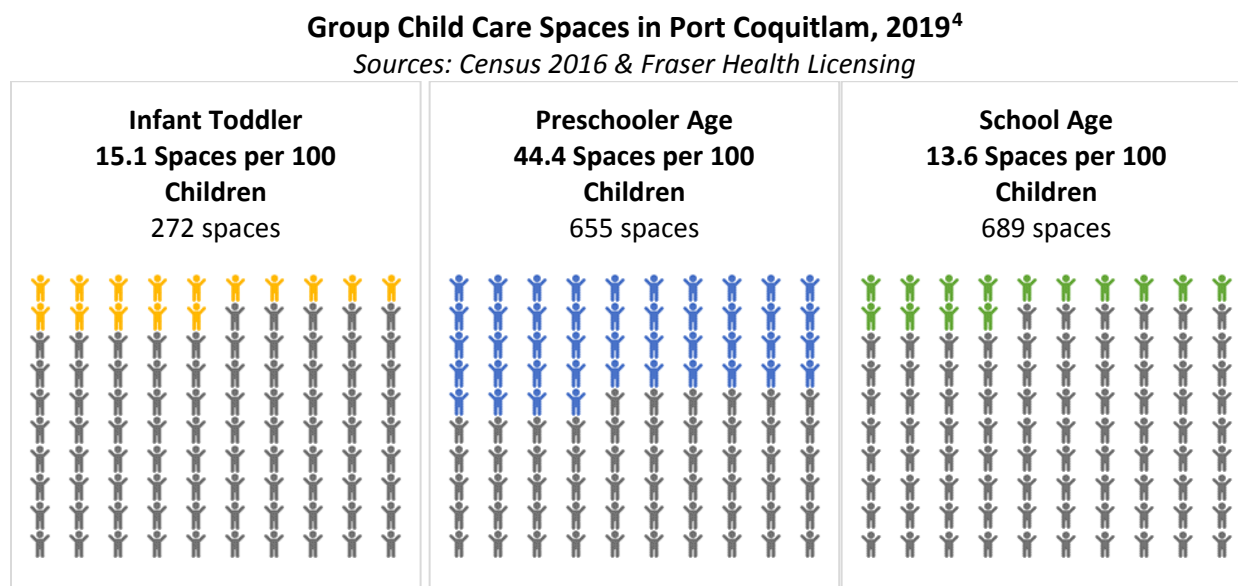
Approximately half of all child care in British Columbia is not-for-profit or public, compared with about one-quarter of child care spaces in Port Coquitlam. Figure 6 shows the breakdown of operator auspice for all 131 child care programs in Port Coquitlam, as well as for the 2,245 spaces offered through these programs.

Figure 6: Child Care Programs and Spaces by Auspice

Child Care Programs and Spaces by Auspice, 2019
Source: City of Port Coquitlam & Fraser Health Licensing

Total # of programs: 131
Total # of spaces: 2,245

Programs: 34% (45) Family and in-home multi-age; 12% (16) Group and multi-age: Not-for-profit; 53% (70) Group and multi-age: For-profit

Spaces: 15% (331) Family and in-home multi-age; 23% (515) Group and multi-age: Not-for-profit; 62% (1399) Group and multi-age: For-profit

■ Family and in-home multi-age ■ Group and multi-age: Not-for-profit ■ Group and multi-age: For-profit

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[4] Age groups are as follow: infant toddler (0 – 2 years); preschooler age (3 and 4-year-olds and half of all five-year-olds); school age (6 to 12-year-olds and half of all five-year-olds).

Highlights from Community Engagement

The following highlights from the community engagement are grouped according to four strategic directions: accessibility, affordability, quality, and partnerships. The first three of these are the primary areas of investment identified by the Provincial government. We have added partnerships as a fourth strategic direction as working together is critical to success.

Accessibility

From the engagement processes, and supported by the data, we can conclude that four major issues should be considered priorities with regard to accessibility of child care:

- Lack of spaces overall;
- The pressing need for more spaces for infants/toddlers and school age children particularly;
- Location (close to home/school/transit and in under-served neighbourhoods); and
- The need for care during non-traditional hours.

The first and biggest issue regarding accessibility is the overall number of spaces available. Child care operators believe that the main challenge facing parents is "finding child care, period". Wait lists can be very long (up to 250 children for one centre in the Tri-Cities), especially for those facilities which are seen to be high quality or more affordable. Many participants in the engagement processes said that the child care situation in the Tri-Cities is "in crisis". In addition, programs for infants/toddlers, before and after school care for school-age children, and services for children with special needs are especially scarce. Location was also often identified as an issue. Parents mentioned proximity of care to home, school, and public transportation as very important, but were often not satisfied in this regard. Very few facilities have non-traditional hours of operation and this is an issue for shift workers, weekend workers and others with child care needs beyond 7am to 5pm weekdays, including the many families who commute out of Port Coquitlam for work.

> *"Should not have taken almost three years to find daycare."*
>
> – Port Coquitlam Parent Survey

Affordability

Forty-two percent (42%) of the 433 respondents to the Port Coquitlam Parent Survey reported a gross income of under $100,000 and 12% reported an income of under $50,000. Time and again, in the surveys, the interviews and the community meetings, affordability was a major concern. Cost was also identified as one of the main reasons that families didn't change their care arrangements, even when they were dissatisfied with their current arrangements. Participants at the Community Open Houses identified affordability as their number one concern. Ironically, key informants suggested the Affordable Child Care Benefit may have allowed many families to seek out child care that they could not afford before, thereby increasing overall demand.

Interestingly, and related to cost, is the fact that child care providers themselves have issues of affordability. Child care operators struggle to find suitable, affordable facility space and to navigate often time-consuming and expensive application processes at the local level. Most significantly, operators must cover labour costs, particularly if they want to pay decent wages to their staff to ensure low staff turnover

and high program quality, hire staff with skills to support special needs children, or offer infant/toddler programs, which require higher staff-child ratios. Most operators are not able to lower their parent fees while still covering these costs.

Many of the people involved in the engagement processes suggested that municipalities could support affordable child care by providing operating and capital grants to eligible not-for-profit operators and by advocating to senior levels of government for their continued and expanded investment.

> *"I would like to at least be able to put my child in part time care, but with two incomes we still can't afford to have 2 kids in daycare."*
>
> – Port Coquitlam Parent Survey

Quality

Seventy-four percent (74%) of the respondents to the Parent Survey said that child care being licensed was very important, perhaps assuming that licensing improves quality. In fact, it has been shown in the research that quality varies and publicly-run and not-for-profit facilities offer consistently higher quality than for-profit centres. Data from the key informant and operator interviews suggested that lower-quality child care programs may be more common now. As one interviewee put it, "parents are desperate" and even the poorest quality programs are full.

The most significant quality issue identified by parents and child care operators alike is the lack of qualified staff. Seventy-four percent (74%) of child care providers reported that staffing challenges have had an impact on their ability to operate their programs and almost half reported a limited supply of applicants. There is an even more limited supply of staff who have the training and skills to work with children with special needs and with children under three-years-old.

A number of survey and interview respondents also expressed that there is inconsistency in the quality of college training for early childhood educators (ECE's); there are language barriers between ECEs and children and their parents; there are owner-operators without any ECE training; and many qualified ECEs have left the field altogether.

Key informant interviewees said much the same thing as child care operators, noting that finding qualified staff and suitable facility spaces are major challenges. Informants from Fraser Health reported an increase in staffing qualification exemptions, which are meant to be temporary, but that providers often have no long-term plan to rectify.

In addition, in the community open houses, attendees identified the following quality-related attributes as very important in a child care operation:

- High quality staff;
- Adequate staff-to-child ratio;
- Quality of programming; and
- Access to outdoor play space on-site.

Open house participants expressed that there are not enough licensed, safe child care programs and that low child care worker wages contribute to high staff turnover. Another significant issue with regard to quality is that many providers find it increasingly difficult to find appropriate, well-designed and safe facilities that are "approvable" by authorities. Lack of suitable and accessible outdoor space is another big concern.

Some ideas offered through the open houses to address these challenges were: providing financial incentives to developers, encouraging an increase of spaces through land use and zoning regulations, providing both capital and operating grants, and developing or actively participating in joint child care task forces.

> *"It took years to get a spot in the care center, and honestly my kids hate it.*
> *But we have no other option…"*
>
> -   Port Coquitlam Parent Survey

Collaboration and Partnerships

A key theme which emerged in the community engagement work, and which has been acted upon by some other municipalities, is to focus on partnerships and collaboration across sectors such as school districts, local organizations, and the Provincial government. In the Solutions workshop for instance, participants advocated using public partnerships to provide financial stability and maintain child care spaces and in the Actions workshop, elected officials identified the opportunity to work together to advocate for more senior government support. This workshop also highlighted the need for collaborating with Provincial ministries, Fraser Health, school districts, strata councils, and families. Facilitating collaboration between child care providers was an additional idea.

6.0 STRATEGIC DIRECTIONS AND RECOMMENDED ACTIONS

The linchpin for a successful municipal approach to child care improvement is an overarching goal to develop a strong, committed, and comprehensive Child Care Policy, including space creation targets. This, then, is the overall recommendation which provides context for all the other recommendations.

Overall Recommendation

> ***That the City of Port Coquitlam develop a strong, committed, and comprehensive Child Care Policy.***

The Child Care Policy should include, but not be limited to:

- A clear statement that child care development is a top priority for the City;
- A commitment to increased accessibility, improved affordability, focus on quality, and developing or expanding partnerships;
- A clear commitment to prioritize support and encouragement for the not-for-profit and public child care sector;
- The identification of space targets and other measurable goals;
- A general overview of resources needed to implement the strategy;

- A commitment to inter-departmental cooperation and effort; and,
- Clear direction regarding action priorities, monitoring, and reporting.

Based on this strategy, following are key recommended actions. These actions are grouped according to four strategic directions: accessibility, affordability, quality, and partnerships. The first three align with the focuses of the Provincial child care strategy and partnerships were a clear additional priority for the majority of people engaged in the planning work.

Strategic Direction #1 – Increase Accessibility

Current Child Care Availability

In the City of Port Coquitlam in 2019, there were a total 2,245 child care spaces, with a population of 8,380 children aged 0 to 12 years. The preschooler age group has the most child care spaces per capita, with 44.4 spaces per 100 children. In contrast, there were 15.1 spaces in group care for every 100 children aged 0 to 2 and 13.6 spaces for every 100 children in school age group care[5]. Overall, the City of Port Coquitlam had 26.8 child care spaces for every 100 children from birth to 12 years of age. By comparison, Metro Vancouver has 18.6 child care spaces for every 100 children, BC has 18.4, and Canada has 27.2.

Figure 7: Child care spaces by program type, City of Port Coquitlam

Age group	Number of children	Share of all children 0-12	Child care program type	Number of spaces	Spaces per 100 children in this age group
0 to 2 years	1,805	21. 5%	**Group (birth to 36 months)**	272	**15.1**
3 to 5 years and half of all 5-year-olds	1,510	18.0%	**Group (30 months to school age)**	655	**44.4**
6 to 12 years and half of all 5-year-olds	5,065	60.4%	**Group (school age)**	689	**13.6**
Mixed Ages	n/a	n/a	**All others[6]**	629	**n/a**
Total 0 to 12 years	8,380	100%	**Total Child Care Spaces**	2,245	**26.8**

Source: City of Port Coquitlam Child Care Inventory (2019) and Census 2016 population data.

Based on the above data, it is clear group infant-toddler and school age care spaces are only available for a small share of children in these age groups, especially when contrasted with coverage for the preschooler age group. This is consistent with the findings of the parent survey, provider and stakeholder interviews, and the overall trends in BC which all suggest families face the greatest difficulty in finding infant-toddler and school-age care.

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[5] For detailed information about the number and type of child care spaces available in each neighbourhood of Port Coquitlam, please refer to the Needs Assessment Report (Appendix C).
[6] This includes licensed preschool, family child care, multi-age, and in-home multi-age child care programs.

Hours

Very few facilities have non-traditional hours, which makes it difficult for parents who work non-standard hours to find child care. Out of 95 child care facilities in Port Coquitlam, only eight offer extended hours of care (before 6 a.m. and/or after 7 p.m.). Furthermore, many people commute; of 32,045 employed residents in Port Coquitlam, 62.8% (20,135) work outside the municipality, and therefore may require longer hours of child care service each day. As one respondent to the Parent Survey shared, "it would be more helpful if it was open an extra hour 6:30am-6:30pm, to allow for parent commuting time…".

Municipal Policies and By-laws

While municipalities do not have a legislated role in child care provision, there are many specific and highly effective things that they can do to support child care, particularly with regard to accessibility. All other things being equal, a supportive city can significantly increase the number of child care spaces. Like other developments, new child care facilities must abide by municipal regulations and follow municipal application review processes. If these regulations and processes are not child care-friendly, potential operators will be dissuaded from trying to develop new spaces. By the same token, if municipalities are not proactive in their support of child care, many opportunities will be missed.

What we heard from the child care provider community about municipal regulations and processes was that they were complicated, expensive, time-consuming, and contradictory. Child care providers have said that finding a space that meets the needs of parents and children, fits the Provincial licensing criteria, and then fits the City criteria is almost impossible.

Port Coquitlam has some useful elements in its current regulations and practices, such as:

- Statements and broad policies within the Community section of the OCP that could facilitate future development of child care;
- Accommodation of child care in several zoning districts of the City, including as a principle use in NC (Neighbourhood Commercial) and CC (Community Commercial) zones, in P1 and P2 Institutional zones and in some CD (Comprehensive Development) zones, and as an accessory use in all Residential zones and the Agricultural zone.
- Information on the City's website for people who want to establish a child care facility.

In addition, Port Coquitlam participates on the Tri-Cities Early Childhood Development Committee and the Tri-Cities Task Force on Child Care.

Several opportunities exist to enhance and improve the City's role regarding child care including:

- Community Amenities Contributions: Amend the OCP, supported by Zoning Bylaw provisions, to confirm that child care facilities are a preferred amenity to be pursued from developers through the rezoning process (as built amenities or cash-in-lieu).
- Review the Zoning and Parking Bylaws, to build on the current permissive framework for the establishment of child care facilities in various zones in the city.
- Enhance existing child care information on the City website geared to families who are looking for child care and those looking to open a child care facility .
- Improved coordination and collaboration with Fraser Health (Community Care Facilities Licensing [CCFL]).

- Development and Building Permit Application Review Process to reduce barriers and expedite processing of child care facility applications like putting not-for-profit child care applications at the front of the queue.

Promising Practices in BC Municipalities
In BC, the "Municipal Survey of Child Care Spaces and Policies in Metro Vancouver" (2019) found:

- 8 out of 21 Metro Vancouver municipalities have a stand-alone child care strategy;
- 11 municipalities identify child care facilities as a community amenity in the development approvals process;
- 15 municipalities support child care through the provision of municipal building space (rent-free, reduced lease, or market lease); the space may be made available on a single property or on multiple sites;
- 6 municipalities offer grants for child care capital projects;
- 4 municipalities offer grants for child care operating costs;
- 15 municipalities provide space for child care in municipal facilities; and
- 8 municipalities offer property tax exemptions.

The cities of Vancouver, Richmond and Burnaby all have official child care strategies which pay special attention to partnerships. Collaborations with School Boards have been particularly successful.

Space Targets
It is well recognized that local governments do not have the mandate and resources to address child care needs on their own (i.e., they require support from senior levels of government, community partners, and others to address the gaps in service). That said, it is important to identify targets to guide future planning efforts at a local level for child care. In the absence of Federal or Provincial direction on space targets, or widely accepted standards from the research or other jurisdictions, the consultants were asked to recommend a set of "made in Port Coquitlam" targets – ones that seek to balance pressures to address local needs while also being pragmatic and realistic. The targets are based on the recognition of significant unmet need for child care for children of all ages, as nearly three-quarters of families in the City have working parents or caregivers, with particular gaps in infant-toddler and school age care given the unique challenges of operating these types of child care. The targets also take into account the employment rates for families and projected population growth. By 2030, we propose that Port Coquitlam aims to have 33 spaces per 100 children for infant-toddlers; 42 spaces per 100 for school age and 75 spaces per 100 for preschoolers.

The targets are organized into short, medium, and long-term time horizons[7].

Overall, to begin to address some of the gaps and challenges in access to child care in Port Coquitlam, SPARC BC is recommending that approximately 1450 new licensed spaces be added over the next 10 years.

While interpreting the detailed information about these space targets provided below, two important points must be noted. First, there are three child care developments in the planning or development approval process in Port Coquitlam. While there is no guarantee that all these developments will

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[7] Short term is 2020 to 2022. Medium term is 2023 to 2025. Long term is 2026 to 2030.

proceed as planned, the proposals would potentially add an estimated 87 - 115 full-time spaces and 32 to 40 part-time preschool spaces to Port Coquitlam's child care inventory. The in-stream applications represent a "kick start" to addressing Port Coquitlam's child care needs.

Second, for the school age targets, we are recommending a focus only on children up to 9 years old for licensed child care as older children typically access other after school activities, such as those offered through the School District or City Recreation programs.

Infant Toddler

By facilitating two to three 12-space infant toddler programs every year for ten years, Port Coquitlam could reach targets of child care spaces for 18% of children from birth to 2-years by 2022, 24% by 2025, and 33% by 2030.

Figure 8: Infant-Toddler Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	1805			272	**15.1**
Short-term (by 2022)	1830	+60	+5	332	**18**
Medium-term (by 2025)	1842	+108	+9	440	**24**
Long-term (by 2030)	1863	+180	+15	620	**33**

Preschooler Age

By facilitating two to three 25-space preschool age programs every year for ten years, Port Coquitlam could reach targets of child care spaces for 50% of preschool age children by 2022, 60% by 2025, and 75% by 2030.

Figure 9: Preschooler Age Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	1510			655	**43.4**
Short-term (by 2022)	1533	+125	+5	780	**50**
Medium-term (by 2025)	1544	+150	+6	930	**60**
Long-term (by 2030)	1563	+250	+10	1180	**75**

School Age

By facilitating two to three 24-space school age programs every year for ten years, Port Coquitlam could reach targets of child care spaces for 26% of school age children by 2022, 33% by 2025, and 42% by 2030.

Figure 10: School Age Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	3045			689	**22.6**
Short-term (by 2022)	3031	+96	+4	785	**26**
Medium-term (by 2025)	3025	+192	+8	977	**33**
Long-term (by 2030)	3013	+288	+12	1265	**42**

Recommendations for Increasing Accessibility

The following actions will facilitate the creation of new child care spaces overall, create new spaces for the most under-served groups and neighbourhoods, and address some locational priorities.

Action	Time Frame[8]	External Partners
Policy		
1. Endorse the space creation targets* to help guide child care planning efforts for Port Coquitlam to 2030: Infant/Toddler: 348 spaces Preschooler: 525 spaces School Age: 576 spaces *Please refer to Figures 3 – 5.	Short	None
2. Prioritize the creation of spaces for infant/toddler and school age children when facilitating development of new spaces.	Short	Child care providers, School District
3. Identify child care as a priority for Community Amenity Contributions, Density Bonusing, Capital Planning.	Medium/Long (including implementation)	Developers (Consult)
4. Prioritize locating child care spaces in civic facilities and parks, in new developments (especially residential and commercial), along transit hubs and on school properties.	Medium/Long	BC Transit, Fraser Health, School Board, not-for-profit providers
5. Link child care to affordable housing strategies and transit expansion or improvement.	Medium/Long	BC Housing, BC Transit
Planning		
6. Identify one City staff position(s) as a facilitator/point person with overall responsibility for child care, including assisting applicants with City processes and supporting City staff.	Short	None
7. Put not-for-profit child care applications at the front of the queue for processing.	Short	None
8. Identify neighbourhoods with the least spaces per capita and consider those with high childhood vulnerability to prioritize for the creation of new spaces	Short	None
9. Create an inventory of prospective opportunities for child care development by: a) identifying City assets (buildings and land), that are slated for capital redevelopment;	Short	Fraser Health, School District, not-for-profit child care providers, post-secondary

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[8] <u>Time Frame</u>: short = 1 to 2 years; medium = 3-5 years; long = 6-10 years.

b) identifying underutilized or vacant spaces or land, including parks that could be repurposed for child care; and c) working with other public and not-for-profit partners to identify potential land or facilities that could be used for child care.		institutions, other not-for-profits
10. Access Provincial Capital funding to build child care spaces and develop a structured partnership with the Province to replicate the process for multiple programs and sites.	Short/Medium	Province, School District, not-for-profit operators
11. Identify and implement changes to City processes and regulations for facilitating child care development, including alignment with Fraser Health Licensing, prioritization of child care as a community amenity, and review of bylaws, as detailed in the Planning Framework and Bylaw Review Report.	Medium	Consultation with applicants, Fraser Health
12. Improve the City website regarding child care information to: a) ensure the information for opening spaces is based on the assumption that applicants have limited prior knowledge; and b) provide links to CCR&R and MCFD child care map for parents looking for child care.	Medium	Child care providers, Fraser Health, Tri-Cities Child Care Resource & Referral Program
13. Work with internal and external partners to develop after-school programs that support children aged 10-12.	Medium	Fraser Health, parks and library staff, not-for-profit sector, School District
14. Work with the Tri-Cities Child Care Task force to explore and then pilot child care that offers longer hours, non-traditional hours and/or flexible hours.	Medium	Province, Fraser Health, Not-for-profit providers, School District

Strategic Direction #2 – Improve Affordability

Many families struggle to afford the high cost of child care. In the City of Port Coquitlam's Parent Survey, only 15% of 433 respondents indicated that they were very satisfied with the cost of their child care. Despite the fact that there are now more financial supports provided by the Province to parents than there used to be, people are still struggling with affordability. Though many parents (35%) were not satisfied with their current care arrangements, most of those who were dissatisfied did not change those arrangements because of cost. In addition, child care operators suggested that because many parents have few child care options, due to lack of availability of spaces and high fees, they are often forced to accept whatever spaces they can get, even if the program seems to be of low quality.

All of these difficulties are exacerbated for certain types of families who face additional challenges to finding appropriate child care: low income families, families with multiple children, recent immigrants, families with children with special needs, foster families, and families where parents do shift work. In the

Port Coquitlam population, 3.4% identify as Indigenous, 33% are first-generation immigrants and, in 2018/19, the percentage of children with special needs in School District 43 elementary schools was 9.6%.

A 2020 survey of child care costs completed by the YMCA Child Care Resource and Referral service identified the following average monthly child care costs, by facility type and age group, for Port Coquitlam.

Figure 11: Average Monthly Full-Time Child Care Fees, 2020

	Infant	Toddler	3-5 Years	School Age
Family Child Care	$876	$858	$777	$456
Group Child Care	$976	$958	$735	$393

*Source: Data provided by YMCA Tri-Cities Child Care Resources and Referral

Recommendations for Improving Affordability

The City has limited opportunities to directly affect the high cost of child care as most of the responsibility for influencing affordability rests with senior levels of government. Furthermore, the current method of funding through operating grants and fee subsides, within a market system, while helpful, will also not significantly impact affordability. As such, the key action and role for the City will be to advocate to the Province for continued and expanded investment.

Action	Time Frame	Partners
1. Reduce application fees for new or expanded child care operations.	Short	None
2. Create a grant program for not-for-profit child care centres to assist with facility upgrades/maintenance or to offer extended hours.	Medium	Not-for-profit providers
3. Provide municipal space rent-free or at a vastly reduced rent for child care uses.	Medium; on-going	Not-for-profit providers
4. Lobby senior governments for increased funding.	Long; on-going	Child Care Task Force, City of Port Moody, City of Coquitlam, School Board

Strategic Direction #3 – Focus on Quality

While accessibility and affordability of child care are important goals, neither of these guarantee quality. The research is clear that high quality child care is linked to positive outcomes for children, while poor quality care can have negative long-term effects. More generally, parents dropping off their children at a child care centre each working day want to feel secure knowing their children will receive safe, high-quality care.

Quality Child Care Systems

The Province of BC has committed to an ambitious "systems" approach to universal child care with a focus on quality, affordability, and accessibility. *Child care BC: A New Day for Families & Providers in BC* is a

provincial plan specifically focused on establishing a quality child care system and adheres to eight commonly accepted elements of a quality child care system, graphically presented below. These eight elements are: (1) Ideas, (2) Governance, (3) Infrastructure, (4) Planning and Policy development, (5) Financing, (6) Human Resources, (7) Physical environment, (8) Data, Research and Evaluation. All elements are interconnected and fit together to create a strong system; individually, each component has a limited impact. Strong public policy is needed to provide the foundation to build a quality child care system that incorporates all of these components.

Figure 12: Eight Elements of a Quality Child Care System

(Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality early learning and child care system. Childcare Resource and Research Unit.)

Quality Child Care Programs

At the program level, reporting of positive relationships between families and providers, among colleagues, and between children and staff is strongly indicative of quality care. Additionally, when staff have higher levels of education and training, feel appreciated, and are well-supported, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances quality. There is also much evidence that a well-designed indoor/outdoor space is critical to supporting the development of children under five.

In order to facilitate the quality criteria identified, special attention should be paid to staff:

- Staff should have ECE (Early Childhood Education) training;
- At least some staff should have special needs and cultural/ESL skills if required;
- Wages should be decent and commensurate with the level of training;

- There should be written policies and formal procedures which give staff a feeling of worth and certainty, such as: job descriptions, contracts, salary schedule, performance reviews, and a staff manual.

Auspice

Child care auspice is critically important to the quality of child care programs. In BC (and Canada), we have three types of child care auspices:

1. Not-for-profit child care services;
2. For-profit child care services; and
3. Publicly operated child care services (i.e. services directly operated by a public entity such as a city government or school board).

Research on auspice has consistently demonstrated that, as a group, for-profit centres tend to offer lower wages and fewer benefits to their employees and tend to have more untrained staff than non-profit and public centres. For more information about the research on the impact of auspice on quality of service, please refer to Appendix D.

Across British Columbia about 50% of the child care is operated on a not-for profit or public basis. In Port Coquitlam, not-for-profits currently operate about 23% of the total child care spaces. While the research distinguishes for-profit, not-for-profit, and public auspice, we felt it was also important to distinguish for-profit group and multi-age care from family and in-home multi-age care.

Figure 13: Child Care Programs and Spaces by Auspice, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age	45 (34.3%)	331 (14.7%)
Group and multi-age: For-profit	70 (53.4%)	1,399 (62.3%)
Group and multi-age: Not -for-profit	16 (12.2%)	515 (22.9%)
Total	**131**	**2,245**

*Source: Based on data from City of Port Coquitlam and Fraser Health Licensing.

Recommendations for Increasing Focus on Quality

Much of what needs to occur to build, monitor and assess a quality child care system is outside the scope, mandate and authority of the City; however, by engaging with its public and community partners, the City can create policy and make commitments that contribute to quality, including supporting operators to have the capacity for growth in this area.

The following actions will assist in promoting and influencing the quality of child care.

Action	Time Frame	Partners
1. Support the Province in its "Early Care and Learning Recruitment and Retention Strategy" initiative through joint advocacy.	Short	Not-for-profit providers, School Board, City of Port Moody, City of Coquitlam
2. Confirm a set of principles, values, and criteria or guidelines (consistent with the over-arching Child Care Strategy recommended for the City) that will guide the City's decisions when developing child care in civic spaces or when securing child care spaces through CAC's and other means, covering such matters as: a) Minimum and maximum size of the facility to be developed; b) The auspice or ownership of the negotiated or built facility and the process for selecting operators; c) Design expectations (Provincial minimums or higher) for both indoor and outdoor spaces; d)Terms and conditions for leases; and, e) Operating expectations (i.e. affordability, inclusivity, good wages and working conditions).	Short/Medium	Fraser Health, Not-for-profit providers, Child Care Task Force
3. Designate one staff person (may be the "facilitator" identified in "Accessibility" and/or the City/School Board joint position recommended in "Partnerships") who can assist in finding/brokering quality space, both indoor and outdoor, that meets City and Fraser Health requirements.	Medium; on-going	Not-for-profit providers, Fraser Health
4. Increase the number of licensed, not-for-profit, publicly funded child care operations, including consideration of strategies to recruit not-for-profit operators to come into the City.	Long	Province, Not-for-profit providers, School Board

Strategic Direction #4 – Develop Collaboration and Partnerships

Child care involves many parties playing various roles, which means it requires dedicated relationship-building and collaboration between and across jurisdictions. The Tri-Cities have a long history of collaboration and currently work together on child care through the Child Care Task Force and Child Care Working Group.

Throughout the community engagement conducted for this project, further building and strengthening partnerships was perhaps the most commonly suggested action to increase the quality, affordability and accessibility of child care in Port Coquitlam and the Tri-Cities. For instance, one of the most prevalent themes in community engagement discussions was the potential for the use of public lands and facilities to create more child care spaces. In addition, while there are already 41 child care programs in district schools, by far the most-mentioned potential partnership was between the City and the School District. Libraries and parks are part of the City, but more collaboration between and among City departments also emerged as a strong theme, as did partnerships with other jurisdictions who have authority over other publicly owned lands or facilities, such as post-secondary institutions, hospitals, and local First Nations. In addition to public entities, participants also suggested partnerships with senior centres and large employers who might provide facilities on-site for their employees.

Importantly, there were also comments on the importance of developing stronger relationships with local Indigenous peoples, including incorporating Indigenous perspectives and history in child care planning and curricula.

Beyond facility creation with local partners, many community engagement participants suggested partnerships among neighbouring municipalities and between jurisdictions (i.e. City/School Board and City/Health Authorities) to lobby and advocate to senior levels of government for expanded commitments and financial resources for child care. Partnerships of neighbouring cities and jurisdictions could also develop coordinated approaches to child care delivery.

Recommendations for Increasing Focus on Partnerships and Collaborations

The following recommendations identify actions which can be taken to pursue effective partnerships and collaborations:

Action	Time Frame	Partners
1. Develop a joint position with the School District and other Cities for a community child care coordinator who would focus on unifying goals for spaces; identifying and organizing partnership opportunities to promote accessibility, affordability, and quality; and establishing ongoing communication with officials in the Province and with community partners to address Port Coquitlam's child care needs.	Short	School Board, Port Moody, Coquitlam
2. Increase partnership with the School District to: a) ensure child care is part of all new or renovated school spaces;	Short/Medium	School Board

b) facilitate use of school spaces and grounds for school age care operators; c) improve communication between the City and School District; and, d) Support the move to an enhanced role for the School District in school age child care.		
3. Merge the current Child Care Working Group and Child Care Task Force to eliminate duplication and expand the membership to ensure there is appropriate representation and that resources are used most effectively.	Short	All Task Force and Child Care Working group members
4. Advocate to senior governments to ensure that the needs of Tri-Cities children are a priority for new spaces, effective strategies are in place for recruitment and retention of child care staff, child care fees are affordable for families, and funds are available to support non-traditional hours of care.	Short/Medium	Coquitlam, Port Moody, School Board
5. Increase the partnership with the Child Care Resource and Referral program and other community organizations to: a) bring child care operators together for information sharing, joint training and education; and, b) provide more information for parents about child care, especially targeted at more vulnerable populations.	Short/Medium	Not-for-profit providers, Health, Community Organizations
6. Host joint child care development information meetings on a regular basis with Fraser Health for people who are interested in opening child care centres.	Short	Fraser Health
7. With the Task Force, provide regular briefings to elected officials, including the School Board, and include a commitment to orientation on child care for newly elected City Councillors and School Trustees after each local election.	Short	Child Care Task Force
8. Explore the feasibility of establishing and maintaining a centralized child care wait-list for the Tri-Cities.	Short	Coquitlam, Port Moody, Tri-Cities CCR&R, Child Care Operators, Child Care Task Force

7.0 IMPLEMENTATION, MONITORING AND REPORTING

In order to move these recommendations forward, we suggest that Port Coquitlam and the other two Tri-Cities municipalities work with one community-based Task Force to identify commonalities and areas where on-going collaboration would be most effective. These areas for collaboration could include lobbying, information-sharing, collection and evaluation of data, preparation of regional annual reports, and so on. This Task Force should include representation from all public partners as well as local community agencies and child care operators.

To effectively implement the recommended actions and develop a child care strategy for the City of Port Coquitlam, it is essential for the City to adopt a coordinated and intentional approach. While it may appear logical that implementation begin with short-term actions requiring the fewest resources, this will not always be the case. Although it is important to have some early "wins", there are other actions which could begin right away, in order to reach fruition in the medium to long term. As an example, consider recommendation #4 in the "Accessibility" category: "*Identify child care as a number one priority for CACs, Density Bonusing, Capital Planning".* Implementing this recommendation requires, in the first instance, political will and clarity for staff. After that, while fully working out logistics and processes may take some time, child care could be included in the very next rezoning or large development. The same is true of the recommendation regarding partnering with the School Board -- discussions could begin almost immediately, even though developing actual facilities will take more time to achieve.

Karl Pearson, credited with establishing the discipline of mathematical statistics, said:
"That which is measured improves. That which is measured and reported improves exponentially."

Related, and also true, is that to measure something is to mark its importance. Accordingly, City staff should develop concrete (but not complicated) tools to measure the City's progress on implementation. Reporting, to be done jointly with the Child Care Task Force and School District, should be done annually to City Council, providing not only statistics but also a discussion of successes, challenges, and lessons learned, with recommendations for further action. After being received by Council, the annual report should be widely shared with the City's partners, the child care provider community, and other levels of government.

In closing, it is clear that Port Coquitlam is aware that child care is a vital part of the community's social infrastructure and recognizes that many families in the City have unmet need for child care services. The City is uniquely positioned and has many opportunities to work with its partners to increase the number of child care spaces and to improve the affordability and quality of care. Doing so will greatly benefit children and families in the City of Port Coquitlam and contribute to the economic development and well-being of the entire community.

Appendix A – Glossary of Types of Child Care

There are four types of child care in BC.

Child Care Type		Ages	Max Group Size
LICENSED CHILD CARE Licensed child care facilities are monitored and regularly inspected by regional health authorities. They must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming.	Group child care – under 3 years	From birth to 36 months	12 children
	Group child care – 2.5 years old to school age	From 30 months to school age (Kindergarten)	25 children
	Group child care – school age (before-and-after school care)	School age (Kindergarten and up)	24 children from Kindergarten and Grade 1 **or** 30 children from Grade 2 and older with no Kindergarten or Grade 1 children present
	Multi-age child care	From birth to 12 years old	8 children, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old **or** having no more than 3 children younger than 36 months old
	In-home multi-age child care	From birth to 12 years old	8 children, having no more than 3 children under 36 months old and, of those 3, no more than one child younger than 12 months old; **or** having no more than 3 children younger than 36 months old
	Family child care	From birth to 12 years old	7 children, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old; **or** having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old
	Preschool – 2.5 years old to school age	From 30 months to school age (Kindergarten)	20 children
	Occasional child care	18 months old and up	16 children if children under 36 months are present **or** 20 children if children under 36 months are not present

REGISTERED LICENSE-NOT-REQUIRED CHILD CARE These are unlicensed care providers. They must have registered with a Child Care Resource and Referral Centre. To register, operators must have completed: criminal record checks (for everyone over age 12 living in the home), character references, a home safety assessment, first aid training, and child care training courses or workshops.	From birth to 12 years	**Only** 2 children or a sibling group who are not related to them
LICENSE-NOT-REQUIRED CHILD CARE These child care providers can operate legally in B.C. They are not registered or licensed and are not monitored or inspected. Unlicensed child care providers do not have to meet health or safety standards. Parents and guardians are responsible for overseeing the care and safety of their children in these care arrangements.	From birth to any age	**Only** two children or a sibling group who are not related to them
IN-CHILD'S-OWN-HOME CARE This unlicensed care is when parents arrange for child care at home – like a nanny or a baby-sitter. Children from other families cannot be included in this care. The care provider cannot be a relative who lives in the home. It is not legally required to monitor this care. No specific qualifications are required for the child care provider. Parents or guardians must decide how to screen and hire the child care provider who becomes their employee.	N/A	Children from other families cannot be included in this care.

For further information about staff-to-child-ratios, staff qualifications, and settings for each child care type, as well as additional information, please refer to the [Government of BC website](#).

Appendix B – Summary of all Recommendations

The tables below indicate all recommended actions for the City of Port Moody Child Care Strategy, organized into the four major strategic areas: accessibility, affordability, quality, and partnerships & collaborations.

Recommendations for Increasing Accessibility

The following actions will facilitate the creation of new child care spaces overall, create new spaces for the most under-served groups and neighbourhoods, and address some locational priorities.

Action	Time Frame[9]	External Partners
Policy		
2. Endorse the space creation targets* to help guide child care planning efforts for Port Coquitlam to 2030: Infant/Toddler: 348 spaces Preschooler: 525 spaces School Age: 576 spaces *Please refer to Figures 3 – 5.	Short	None
2. Prioritize the creation of spaces for infant/toddler and school age children when facilitating development of new spaces.	Short	Child care providers, School District
3. Identify child care as a priority for Community Amenity Contributions, Density Bonusing, Capital Planning.	Medium/Long (including implementation)	Developers (Consult)
4. Prioritize locating child care spaces in civic facilities and parks, in new developments (especially residential and commercial), along transit hubs and on school properties.	Medium/Long	BC Transit, Fraser Health, School Board, not-for-profit providers
5. Link child care to affordable housing strategies and transit expansion or improvement.	Medium/Long	BC Housing, BC Transit
Planning		
6. Identify one City staff position(s) as a facilitator/point person with overall responsibility for child care, including assisting applicants with City processes and supporting City staff.	Short	None
7. Put not-for-profit child care applications at the front of the queue for processing.	Short	None
8. Identify neighbourhoods with the least spaces per capita and consider those with high childhood vulnerability to prioritize for the creation of new spaces	Short	None

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[9] Time Frame: short = 1 to 2 years; medium = 3-5 years; long = 6-10 years.

9. Create an inventory of prospective opportunities for child care development by: a) identifying City assets (buildings and land), that are slated for capital redevelopment; b) identifying underutilized or vacant spaces or land, including parks that could be repurposed for child care; and c) working with other public and not-for-profit partners to identify potential land or facilities that could be used for child care.	Short	Fraser Health, School District, not-for-profit child care providers, post-secondary institutions, other not-for-profits
10. Access Provincial Capital funding to build child care spaces and develop a structured partnership with the Province to replicate the process for multiple programs and sites.	Short/Medium	Province, School District, not-for-profit operators
11. Identify and implement changes to City processes and regulations for facilitating child care development, including alignment with Fraser Health Licensing, prioritization of child care as a community amenity, and review of bylaws, as detailed in the Planning Framework and Bylaw Review Report.	Medium	Consultation with applicants, Fraser Health
12. Improve the City website regarding child care information to: a) ensure the information for opening spaces is based on the assumption that applicants have limited prior knowledge; and b) provide links to CCR&R and MCFD child care map for parents looking for child care.	Medium	Child care providers, Fraser Health, Tri-Cities Child Care Resource & Referral Program
13. Work with internal and external partners to develop after-school programs that support children aged 10-12.	Medium	Fraser Health, parks and library staff, not-for-profit sector, School District
14. Work with the Tri-Cities Child Care Task force to explore and then pilot child care that offers longer hours, non-traditional hours and/or flexible hours.	Medium	Province, Fraser Health, Not-for-profit providers, School District

Recommendations for Improving Affordability

The City has limited opportunities to directly affect the high cost of child care as most of the responsibility for influencing affordability rests with senior levels of government. Furthermore, the current method of funding through operating grants and fee subsides, within a market system, while helpful, will also not significantly impact affordability. As such, the key action and role for the City will be to advocate to the Province for continued and expanded investment.

Action	Time Frame	Partners
1. Reduce application fees for new or expanded child care operations.	Short	None
2. Create a grant program for not-for-profit child care centres to assist with facility upgrades/maintenance or to offer extended hours.	Medium	Not-for-profit providers
3. Provide municipal space rent-free or at a vastly reduced rent for child care uses.	Medium; on-going	Not-for-profit providers
4. Lobby senior governments for increased funding.	Long; on-going	Child Care Task Force, City of Port Moody, City of Coquitlam, School Board

Recommendations for Increasing Focus on Quality

Much of what needs to occur to build, monitor and assess a quality child care system is outside the scope, mandate and authority of the City; however, by engaging with its public and community partners, the City can create policy and make commitments that contribute to quality, including supporting operators to have the capacity for growth in this area.

The following actions will assist in promoting and influencing the quality of child care.

Action	Time Frame	Partners
1. Support the Province in its "Early Care and Learning Recruitment and Retention Strategy" initiative through joint advocacy.	Short	Not-for-profit providers, School Board, City of Port Moody, City of Coquitlam
2. Confirm a set of principles, values, and criteria or guidelines (consistent with the over-arching Child Care Strategy recommended for the City) that will guide the City's decisions when developing child care in civic spaces or when securing child care spaces through CAC's and other means, covering such matters as: a) Minimum and maximum size of the facility to be developed; b) The auspice or ownership of the negotiated or built facility and the process for selecting operators; c) Design expectations (Provincial minimums or higher) for both indoor and outdoor spaces;	Short/Medium	Fraser Health, Not-for-profit providers, Child Care Task Force

d)Terms and conditions for leases; and, e) Operating expectations (i.e. affordability, inclusivity, good wages and working conditions).		
3. Designate one staff person (may be the "facilitator" identified in "Accessibility" and/or the City/School Board joint position recommended in "Partnerships") who can assist in finding/brokering quality space, both indoor and outdoor, that meets City and Fraser Health requirements.	Medium; on-going	Not-for-profit providers, Fraser Health
4. Increase the number of licensed, not-for-profit, publicly funded child care operations, including consideration of strategies to recruit not-for-profit operators to come into the City.	Long	Province, Not-for-profit providers, School Board

Recommendations for Increasing Focus on Partnerships and Collaborations

The following recommendations identify actions which can be taken to pursue effective partnerships and collaborations:

Action	Time Frame	Partners
1. Develop a joint position with the School District and other Cities for a community child care coordinator who would focus on unifying goals for spaces; identifying and organizing partnership opportunities to promote accessibility, affordability, and quality; and establishing ongoing communication with officials in the Province and with community partners to address Port Coquitlam's child care needs.	Short	School Board, Port Moody, Coquitlam
2. Increase partnership with the School District to: a) ensure child care is part of all new or renovated school spaces; b) facilitate use of school spaces and grounds for school age care operators; c) improve communication between the City and School District; and, d) Support the move to an enhanced role for the School District in school age child care.	Short/Medium	School Board
3. Merge the current Child Care Working Group and Child Care Task Force to eliminate duplication and expand the membership to ensure there is appropriate representation and that resources are used most effectively.	Short	All Task Force and Child Care Working group members
4. Advocate to senior governments to ensure that the needs of Tri-Cities children are a priority for new spaces, effective strategies are in place for recruitment and retention of child care staff, child care fees are	Short/Medium	Coquitlam, Port Moody, School Board

affordable for families, and funds are available to support non-traditional hours of care.		
5. Increase the partnership with the Child Care Resource and Referral program and other community organizations to: a) bring child care operators together for information sharing, joint training and education; and, b) provide more information for parents about child care, especially targeted at more vulnerable populations.	Short/Medium	Not-for-profit providers, Health, Community Organizations
6. Host joint child care development information meetings on a regular basis with Fraser Health for people who are interested in opening child care centres.	Short	Fraser Health
7. With the Task Force, provide regular briefings to elected officials, including the School Board, and include a commitment to orientation on child care for newly elected City Councillors and School Trustees after each local election.	Short	Child Care Task Force
8. Explore the feasibility of establishing and maintaining a centralized child care wait-list for the Tri-Cities.	Short	Coquitlam, Port Moody, Tri-Cities CCR&R, Child Care Operators, Child Care Task Force

Tri-Cities Child Care Action Planning

City of Port Coquitlam Needs Assessment

Social Planning and Research Council of British Columbia
April 20, 2020

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Introduction

The main purpose of the Tri-Cities Child Care Action Planning project was to conduct a needs assessment, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices review. Most of the research and analysis pertains to and is of mutual interest to the three Tri-Cities municipalities: Port Moody, Port Coquitlam and Coquitlam.

This needs assessment is intended to inform and facilitate the Tri-Cities Child Care Action Planning process. The work summarized here provides an evidence-base framework from which the Cities can identify priorities for action that best reflect community needs. The report also synthesizes input from a wide range of key stakeholders in the community familiar with the existing and anticipated scope of child care services and gaps therein. Participation from these stakeholders not only helps inform the planning process but may also significantly improve community support for future stages of strategy implementation.

The first component of this needs assessment is a statistical community profile of the City of Port Coquitlam. This profile includes information about demographic trends, household characteristics, child development indicators, and the distribution of existing child care spaces.

Another major component of the project has been community engagement. This was achieved through a variety of means, namely:
- 2 surveys (1 for parents, 1 for child care providers),
- interviews with 16 key informants, 9 child care providers and 8 City staff,
- 3 open houses/community info sessions which attracted 60 people,
- 2 workshops. The first had 28 participants from the 3 cities, the School District, the Provincial government, and not-for-profits. The second also had 28 participants, most of whom were City and School District elected officials and senior staff.

Surveys – Purpose

Child care operators were surveyed through an online instrument in order to understand current and projected child care service gaps, needs as well as vulnerabilities children experience in the Tri-Cities. Concurrently with the above survey, the Cities administered parental / caregiver surveys to understand current and anticipated child care needs in the City from a caregiver perspective. The participation of parents, guardians and operators was sought through a network of Tri-Cities stakeholders and was publicly promoted.

Interviews – Purpose

The interviews with key informants included staff from some large social service and multicultural organizations, along with the School District and Fraser Health. These interviews were designed to help determine the specific issues facing those organizations currently and the issues that they anticipated facing in the future. The interviews also elicited a list of child care targets and strategies from the perspective of frontline workers. This list will help the Cities work toward realizing current and projected targets in terms of number of child care spaces as well as strategies to tap into tools and opportunities to meet projected targets.

Interviews with child care providers took the form of "kitchen table conversations" in order to gather the providers' perspectives regarding current and anticipated needs and to identify those factors that contribute to a successful child care centre or home-based facility.

Interviews with City staff were instrumental in determining some of the issues that applicants have with City processes, as well as issues the staff have with the quality of applications they receive. Staff were asked to identify challenges for their respective City in dealing with child care and to identify key initiatives that could be taken by the City to improve the situation for child care locally.

Community Information Sessions - Purpose

The purpose of these sessions was to provide residents with an overview of the current provision of child care locally and with information regarding some of the factors influencing the number of spaces available. As well, the sessions were designed to: generate interest in the Child Care Action Plan and the surveys, gather initial input regarding child care needs, and develop a contact list of people who wanted to remain involved in the process.

Workshops – Purpose

The first workshop (Solutions) was designed to understand the current state of child care in the Tri-cities, and explore potential opportunities, strategies and partnerships to address child care gaps. The outcome will help the Cities work toward realizing current and projected targets in terms of number of child care spaces as well as strategies to work toward meeting those targets. The second workshop (Actions) was hosted by the Tri-Cities Child Care Task Force and was similar in nature but with the elected officials. The intent for both workshops was to involve key stakeholders who have influence on the success of the solutions and actions identified. Between the two workshops there were three complementary purposes:

- Confirmation of the current situation and identification of any missing information from the research work
- Identification of potential collaboration opportunities, and
- Initiation of discussions about potential actions to address child care gaps in the community.

Our Community

Background

The Community Profile is primarily based on data from the 2016 Census. It also incorporates data from the City of Port Coquitlam, School District 43, Human Early Learning Partnership, and the UBCM Community Child Care Planning Inventory.

Population of Children in Port Coquitlam

According to the 2016 Census, there were a total of 8,380 children from ages 0 to 12 in the City of Port Coquitlam (Figure 1), out of a total population of 58,612. The largest age group in the city was the 8 year old age group, with 715 children, followed by the 11 year old age group, with 710 children. The smallest age group was the 2 year old age group, with 595 children. The age range with the largest number of children was the 5 to 9 year old group, comprising 40% (3,355 children) of the total child population.

Figure 8: Child population statistics by age range for the City of Port Coquitlam, 2016

Age Range	Age Total	Age %
0 to 4 Years	3,005	36%
5 to 9 Years	3,355	40%
10 to 12 Years	2,020	24%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Between 2011 and 2016, the 0 to 12 year old population increased by 95 children, a 1.1% increase (Figure 2). The 5 to 9 year old population increased by 255 children (+8.2% increase), while the 0 to 4 year old population decreased by 40 children (-1.3% decrease) and the 10 to 12 year old population decreased by 120 children (-5.6% decrease).

Figure 9: Changes over the past 2 censuses (2011-2016) in child population by age group, City of Port Coquitlam

Age group	Change in number of children, 2011-2016 (#)	Change in number of children, 2011-2016 (%)
0 to 4 Years	-40	-1.3%
5 to 9 Years	255	8.2%
10 to 12 Years	-120	-5.6%
Total 0 to 12 year olds	**+95**	**1.1%**

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Population Projections

According to projections supplied by the City of Port Coquitlam, by 2035 the population of 0 to 12 year olds is projected to increase by 1% from 2016, from 8,380 children in 2016 to 8,464 children in 2035. The number of children in the 0 to 4 age range is predicted to grow by 4.1% by 2035 (+122 children) and the number of children in the 5 to 12 age range is projected to decrease by 0.7% (-38) (Figure 3).

Figure 10: Child population projections based on City of Port Coquitlam and Statistics Canada data, by age group, 2016 and 2035

| Age group | 2016 | 2035 | | |
	# of children	# of children	# change, 2016-2035	% change, 2016-2035
0 to 4 year olds	3,005	3,127	+122	+4.1%
5 to 12 year olds	5,375	5,337	-38	-0.7%
Total 0 to 12 year olds	**8,380**	**8,464**	**+84**	**+1.0%**

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002a. City of Port Coquitlam Population Projections.

Children in Lone Parent Families

In 2016, 16.6% of all children aged 0 to 14 lived in lone parent families (1,620 children) (Figure 4). The age range with the greatest number of children in lone parent families was the 10 to 14 year old group, with 770 children in lone parent families (22.7% of all children in this age range).

Figure 11: Number of children in lone parent families, City of Port Coquitlam, 2016

Age Range	Number of Children	Number of Children in Lone Parent Families	Percentage of Children in Lone Parent Families
0 to 4 Years	3,005	265	8.8%
5 to 9 Years	3,355	580	17.3%
10 to 14 Years	3,395	770	22.7%
Total number of children 0 to 14 Years = 9,755			
Total number of children in lone parent families = 1,620			
Total percentage of children in lone parent families = 16.6%			

Source: Statistics Canada Catalogue No. 98-400-X20106041

Median Family Income

In 2015, the median income (before-tax) for Port Coquitlam families with at least one child under 6 years old was $95,676 (Figure 5). The median income for couples with at least one child under 6 years old was $103,863. The median income for lone parents with at least one child under 6 years old was $33,664.

Figure 12: Median family income (before-tax) by family type with children under 6, City of Port Coquitlam, 2015

Median income, total families with at least one child 0-5 years	Median income, couple families with at least one child 0-5 years	Median income, lone parent families with at least one child 0-5 years
$95,676	$103,863	$33,664

Source: Statistics Canada. Census Family Total Income Groups (22) in Constant (2015) Dollars, Census Family Structure (7), Family Size of Census Family (4), Ages of Census Family Members (18), Number of Earners in the Census Family (5) for Census Families, 2006, 2016 Census. Downloaded from Community Data Program

Low Income Measure

In 2015, 14.9% of children aged 0 to 17 (1,790 children) were in low income families based on the low income after-tax measure (Figure 6).

Figure 13: Low income based on low income measure after tax by age group, City of Port Coquitlam, 2015

Age group	Number of children in low income families	Percentage of children in low income families
0 to 17 Years	1,790	14.9%
0 to 5 Years	520	14.3%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Housing

In 2016, the median monthly shelter costs for owned dwellings was $1,480, 30.2% higher than median shelter costs for rented dwellings ($1,033) (Figure 7).

Figure 14: Median monthly shelter costs, City of Port Coquitlam, 2016

Housing characteristics	Cost ($)
Median monthly shelter costs for owned dwellings	$1,480
Median monthly shelter costs for rented dwellings	$1,033

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Languages Spoken at Home

Figure 8 below lists the ten most common languages spoken at home in Port Coquitlam, and the total number of individuals that speak each language. There was a total of 66 languages spoken in the city. English (45,440 speakers), Cantonese (1,685 speakers), and Mandarin (1,225) were the most common languages in 2016.

Figure 15: Top ten languages spoken at home, City of Port Coquitlam, 2016

Language	Number of speakers
English	45,440
Cantonese	1,685
Mandarin	1,225
Korean	995
Persian (Farsi)	775
Tagalog (Pilipino, Filipino)	535
Punjabi (Panjabi)	520
Spanish	475
Russian	465
Polish	350

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Indigenous Population

According to Statistics Canada, Aboriginal identity includes persons who are First Nations, Metis, Inuk and/or those who are Registered or Treaty Indians, and/or those who have membership in a First Nation or Indian band.[10] Persons with Aboriginal identity comprised 3.4% of Port Coquitlam's total population in 2016 (1,985 person of Aboriginal identity) (Figure 9).

Figure 16: Indigenous population, City of Port Coquitlam, 2016

Aboriginal Population	Number	Percentage
Aboriginal identity	1,985	3.4%
Total population	57,895	100.0%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

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[10] For definition of Aboriginal identity, see: https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=5915039&Geo2=PR&Code2=59&SearchText=Port+Coquitlam&SearchType=Begins&SearchPR=01&B1=Aboriginal%20peoples&TABID=1&type=0#fnb80

Immigration

In 2016, 33.3% of Port Coquitlam residents were first generation Canadians (19,320 people). 24.4% were second generation (14,155 people) and 42.2% were third generation or more (24,420 people) (Figure 10)[11].

Figure 17: Residents– breakdown by generation status, City of Port Coquitlam, 2016

Generation Status	Number	Percentage
First generation	19,320	33.3%
Second generation	14,155	24.4%
Third generation or more	24,420	42.2%
Total	**57,895**	**100.0%**

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

The total proportion of immigrants by immigrant status was 31.8% (18,435 immigrants). The total proportion of non-immigrants was 67.3% (38,945 non-immigrants) (Figure 11).

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[11] Statistics Canada derives generation status from responses to questions concerning the person's place o birth and the places of birth of his or her parents. First generation includes person who were born outside Canada. For the most part, these are people who are now, or once were, immigrants in Canada. Second generation includes person who were born in Canada and had at least one parent born outside Canada. For the most part, these are children of immigrants. Third generation or more includes person who were born in Canada with both parents born in Canada. Source: https://www12.statcan.gc.ca/census-recensement/2016/ref/dict/pop036-eng.cfm

Total proportion of population by immigrant status
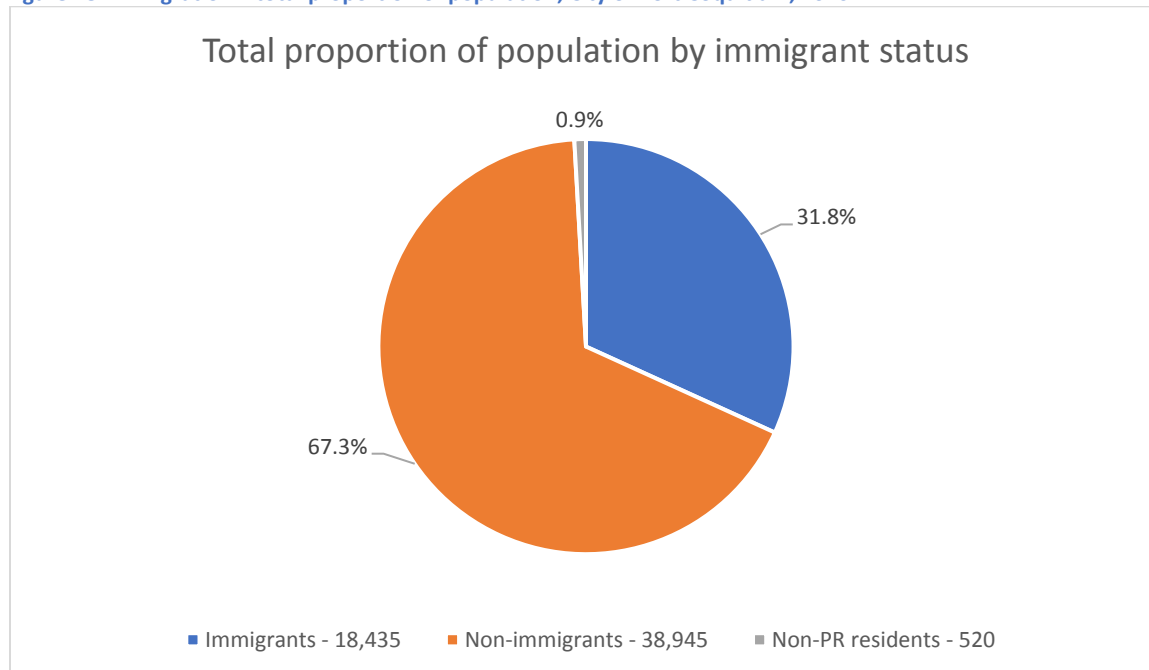
0.9%

31.8%

67.3%

■ Immigrants - 18,435   ■ Non-immigrants - 38,945   ■ Non-PR residents - 520

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Residential Mobility

In Port Coquitlam in 2016, the number of people who had moved within the past year was 7,095 (12.4% of all residents) and the number of new people who had moved into the City was 4,230 (7.4%).

The number of people who had moved within the past five years was 20,485 (37.3% of all residents) and the number of new people who had moved into the City was 11,625 (21.2%).

Employment

In Port Coquitlam in 2015, the total population (15+ years old) that had worked full-year, full time was slightly higher (37.8%) than those who had worked part year and/or part time at (34.1%). The population (15+ years old) that had not worked was at 28.1% (Figure 12).

Population (15+ years old) by work activity in 2015
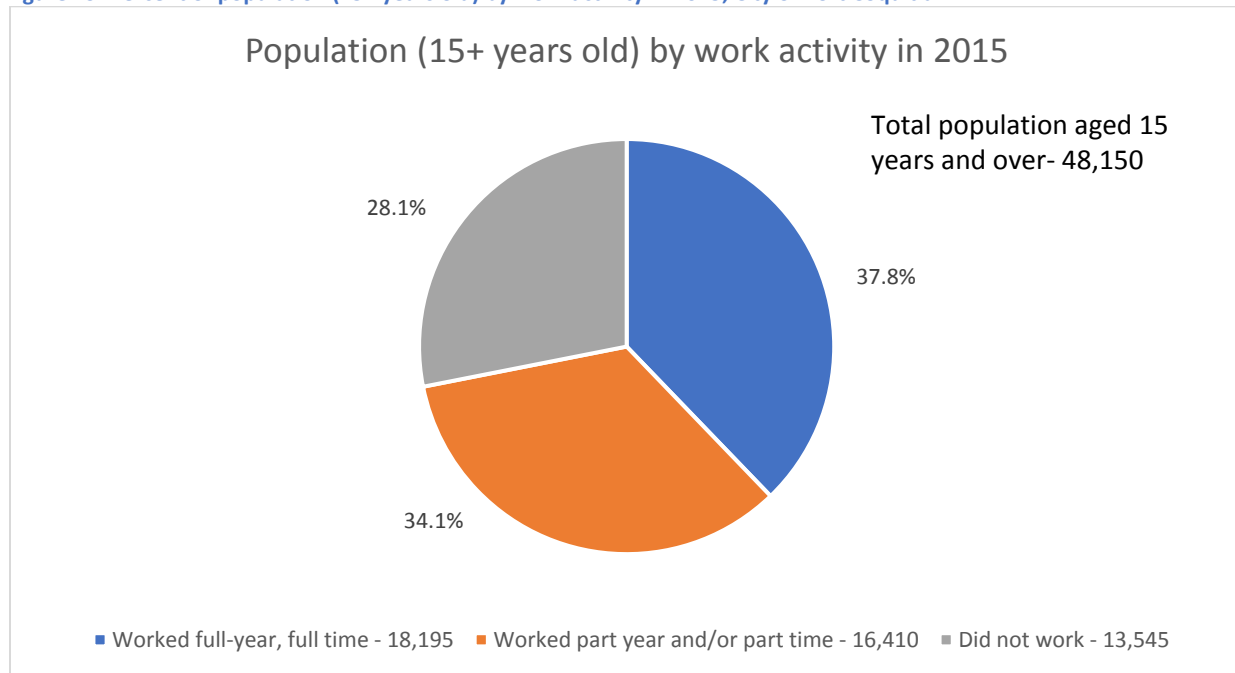
Total population aged 15 years and over- 48,150

28.1%

37.8%

34.1%

■ Worked full-year, full time - 18,195   ■ Worked part year and/or part time - 16,410   ■ Did not work - 13,545

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Figure 13 shows the percentage of families with at least one child 0 to 17 years old with no earners, for both couple and lone parent families. 1.3% of couple families with at least one child 0 to 17 years old had no earners (75 families), compared with 13.9% of lone parent families (205 families).

	Couple family, at least one child 0-17 years old	Lone parent family, at least one child 0-17 years old
Total families	5,730	1,475
Percentage of families with no earners	1.3%	13.9%

Source: Statistics Canada. Catalogue. No. 98-400-X2016041 Family Characteristics of Children (17), Age (4B) and Sex (3) for the Population aged 0 to 14 Years in Private Households of Canada, Provinces and Territories, Census Divisions and Census Subdivisions, 2016 and 2011 Censuses - 100% Data Downloaded from Statistics Canada website

In 2016, 62.8% of workers residing in Port Coquitlam worked outside the municipality, 22.6% worked within the municipality, and an additional 14.6% had no fixed work address (Figure 14).

Percent of resident workers who worked within the municipality or outside of the municipality
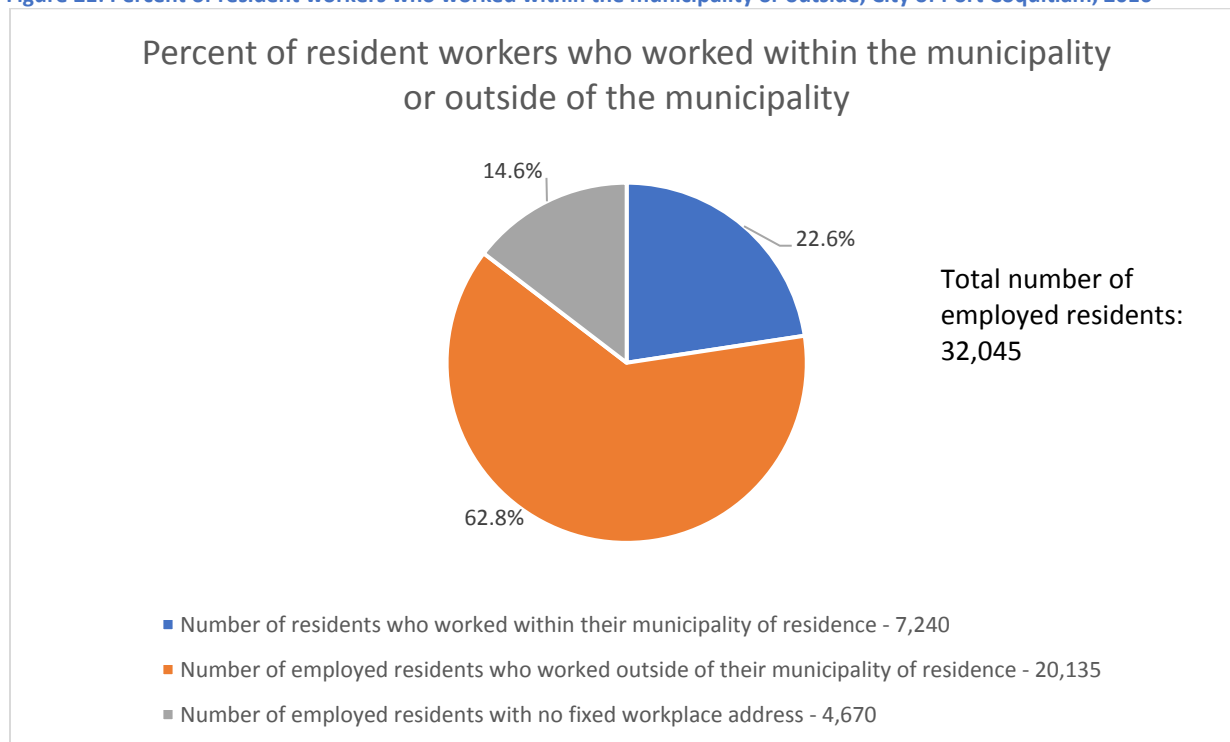
14.6%

22.6%

Total number of employed residents: 32,045

62.8%

- ■ Number of residents who worked within their municipality of residence - 7,240
- ■ Number of employed residents who worked outside of their municipality of residence - 20,135
- ■ Number of employed residents with no fixed workplace address - 4,670

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Special Needs

In 2018/2019, the percentage of students in School District 43 elementary schools with special needs was 9.6% (1,272 students with special needs out of 13,272 students total) [12] (Figure 15).

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[12] Based on list of School District 43 elementary schools from:
School District 43. School Websites.
https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/=
For this special needs data analysis, School District 43 elementary schools include all public regular elementary schools located within the School District, which includes elementary schools in Anmore, Coquitlam, Port Coquitlam and Port Moody.
According to the BC Government's Ministry of Education, the following categories are special needs:
Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability or Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism Spectrum Disorder; Intensive Behaviour Interventions or Serious Mental Illness; Mild Intellectual Disabilities; Gifted ; Learning Disability; and Students Requiring Behaviour Support or Students with Mental Illness. For more information, please visit BC Government. Ministry of Education. Student Success. Glossary. Special Needs Categories.
https://studentsuccess.gov.bc.ca/glossary

Special needs students at School District 43 elementary schools 2018/19

9.6%

90.4%

- Total number of students without special needs - 12,000
- Total, special needs - 1,272
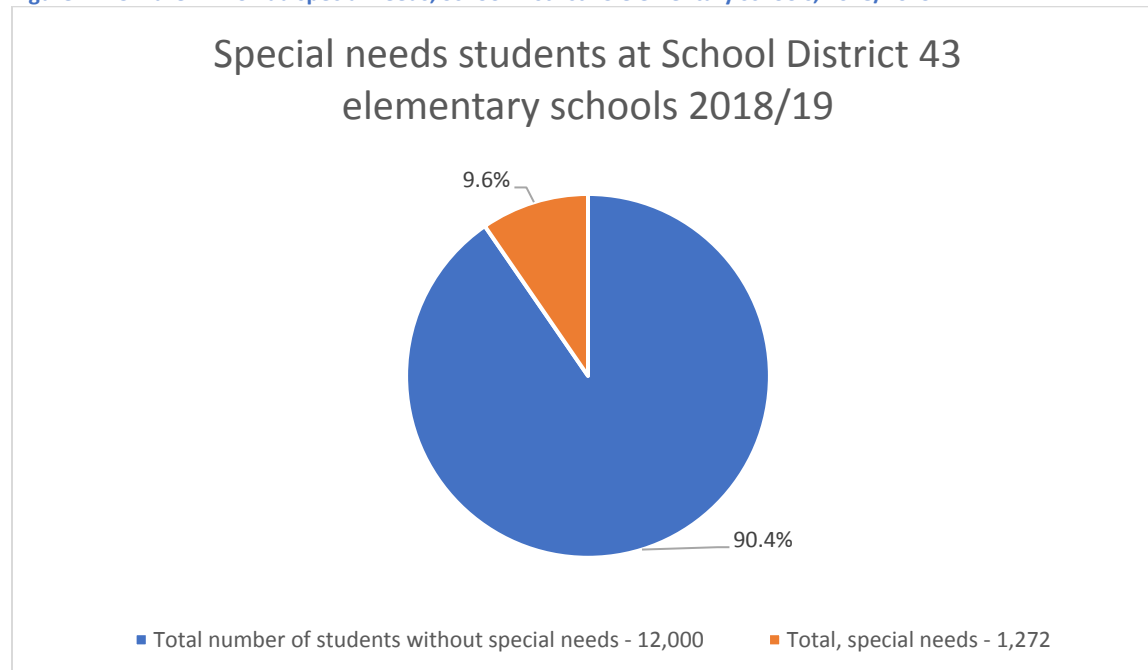
Source: BC Government. Open Data Catalogue - Student Enrollment and FTE by Grade

The Infant Development Program (IDP) and the Aboriginal Infant Development Programs (AIDP) are programs for children birth to 3 years who have a diagnosed disability or are at risk of having a developmental delay. Services are delivered in the home. Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) are programs for children, infant through school age, who require extra support in the child care setting they attend. Services are primarily delivered in the child care programs. These services are funded by the Province of BC and in the Tri-Cities are delivered by Kinsight and Spirit of the Children Society. The number of children in the Tri-Cities served and on the wait lists for some these programs are shown in Figure 16.

Program	Number of Children Served		Number of Children on Wait List
Infant Development Program	149		0
	291		
Supported Child Development	170 under six	121 school age	Approx. 40

Source: Kinsight, December 2019.

MDI (Middle Development Instrument) for School District 43

The Middle Years Development Instrument (MDI) is a survey of children in Grades 4 and 7 developed by the Human Early Learning Partnership (HELP) at UBC to measure children's social-emotional health and well-being. The MDI results are summarized in two indices: the Well-Being Index and the Asset Index.

The MDI Well-Being Index combines measures of Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health to provide a holistic summary of children's mental and physical health. Index scores are reported by three categories: high well-being or thriving, medium well-being, and low well-being. A complete description of the MDI Well-Being Index can be found at http://earlylearning.ubc.ca/mdi/. Overall in School District 43, out of 1972 children surveyed, 41% were thriving, 28% had medium well-being, and 31% had low well-being.

Figure 24: MDI, School District 43, 2018/2019[13]

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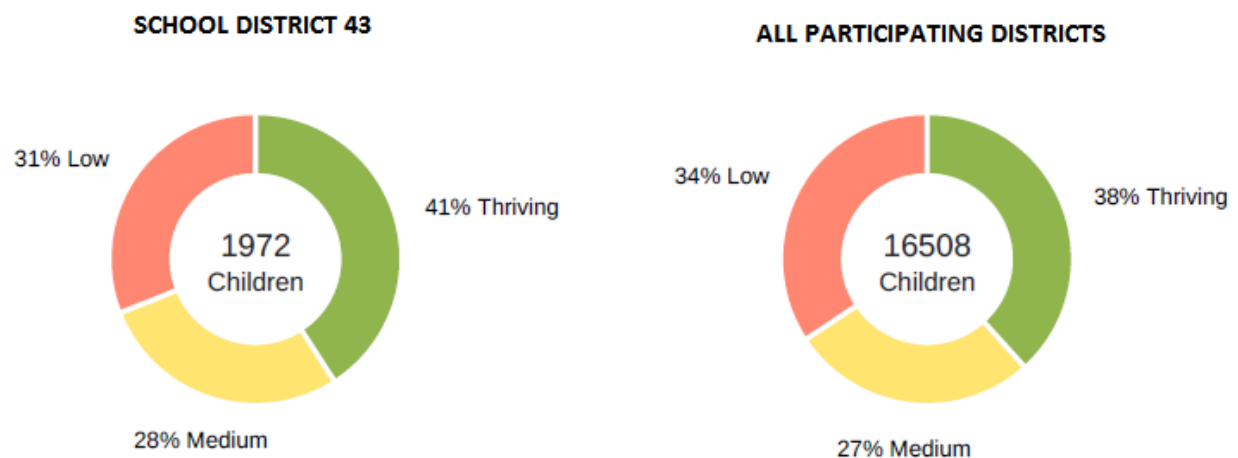
[13] This image was borrowed from the UBC (University of British Columbia). HELP (Human Early Learning Partnership). MDI (Middle Years Development Instrument). Website. Coquitlam School District. Community Profile. P.10. http://earlylearning.ubc.ca/media/mdi_sd_and_community_reports_2018_19_complete/g4/mdi-sdandcommunityreport-2018-19-sd43-g4-en-v190703.pdf. Labels have been modified from the original to improve clarity (from "Coquitlam" to "School District 43").

In 2018/2019, the neighbourhoods with the highest percentages of children reported to be thriving were Inlet (47%), Port Coquitlam North (47%), and Citadel Heights (45%). The neighbourhoods with the highest percentages of children experiencing low well-being were Maillardville (45%), Hillcrest (38%), and Coquitlam River (38%).

Figure 25: Map of MDI for School District 43, 2018/19
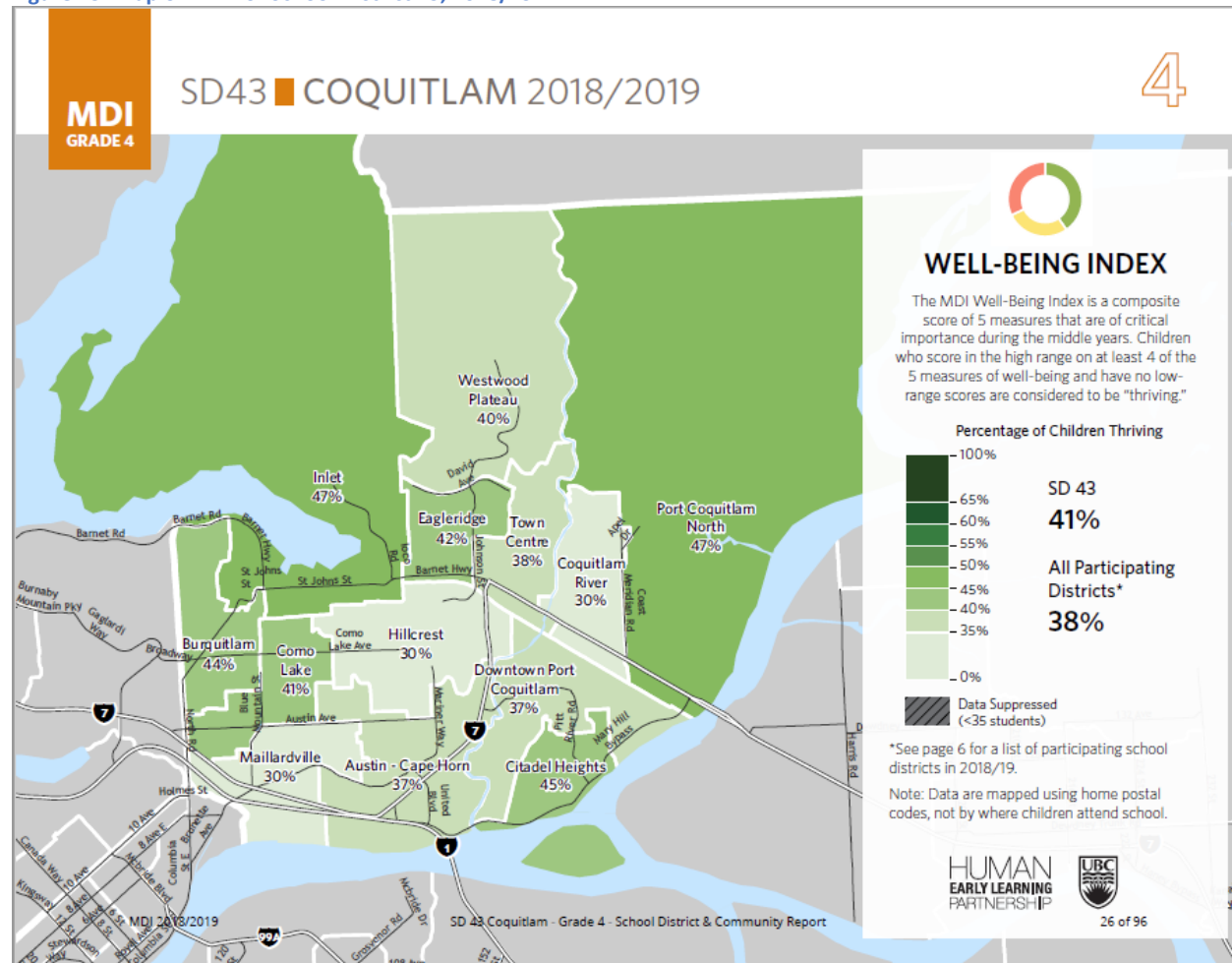
Source: For middle years development instrument results: UBC (University of British Columbia). HELP (Human Early Learning Partnership). Middle Years Development Instrument (MDI). Help Data Library.
http://earlylearning.ubc.ca/media/mdi_sd_and_community_reports_2018_19_complete/q4/mdi-sdandcommunityreport-2018-19-sd43-q4-en-v190703.pdf

Figure 26: MDI (by HELP Neighbourhood), Well-Being Index, School District 43, 2018/2019

Neighbourhood	Number of Children	Thriving (%)	Medium to High Well-Being (%)	Low Well-Being (%)
Austin – Cape Horn	116	37	32	30
Burquitlam	125	44	32	24
Citadel Heights	110	45	25	30
Como Lake	108	41	26	32
Coquitlam River	117	30	32	38
Downtown Port Coquitlam	124	37	29	34
Eagleridge	127	42	27	31
Hillcrest	130	30	33	38
Inlet	315	47	25	28
Maillardville	77	30	25	45
Port Coquitlam North	269	47	26	26
Town Centre	188	38	31	31
Westwood Plateau	151	40	29	31
School District 43 Total	1,972	41	28	31
All participating school districts	16,508	38	27	34

Source: For middle years development instrument results: UBC (University of British Columbia). HELP (Human Early Learning Partnership). Middle Years Development Instrument (MDI). Help Data Library.

http://earlylearning.ubc.ca/media/mdi_sd_and_community_reports_2018_19_complete/q4/mdi-sdandcommunityreport-2018-19-sd43-q4-en-v190703.pdf

EDI (Early Development Instrument) for School District 43

The Early Development Instrument (EDI) is used to assess childhood vulnerability by surveying kindergarten children around the province. Vulnerable children are defined as those who, without additional support and care, are more likely to experience challenges in their school years and beyond. EDI is measured along five scales: Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and Communication Skills & General Knowledge. A complete description of the EDI can be found at http://earlylearning.ubc.ca/maps/data/.

During Wave 7 (2016-2019), 35% of surveyed children (756 children) in the School District of Coquitlam were vulnerable on at least one of the five scales (Figure 20). Como Lake had the highest vulnerability rate at 48%, followed by Eagleridge (46%) and Coquitlam River (45%).

Figure 27: Map of EDI for School District 43, Wave 7

Source: UBC (University of British Columbia). HELP (Human Early Learning Partnership). EDI (Early Development Instrument). Website. Coquitlam School District. Community Profile.
http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_43.pdf

Figure 28: EDI (by HELP Neighbourhood), School District 43, Wave 7 (2016-2019)

Neighbourhood	Number of Children	Vulnerable on One or More Scales (%)
Austin – Cape Horn	154	36
Burquitlam	152	43
Citadel Heights	88	26
Como Lake	130	48
Coquitlam River	166	45
Downtown Port Coquitlam	117	33
Eagleridge	119	46
Hillcrest	161	29
Inlet	319	29
Maillardville	133	41
Port Coquitlam North	311	28
Town Centre	226	34
Westwood Plateau	117	23
School District 43 Total	2,193	35
All participating school districts	43,377	33

Source: UBC (University of British Columbia). HELP (Human Early Learning Partnership). EDI (Early Development Instrument). Website. Coquitlam School District. Community Profile.
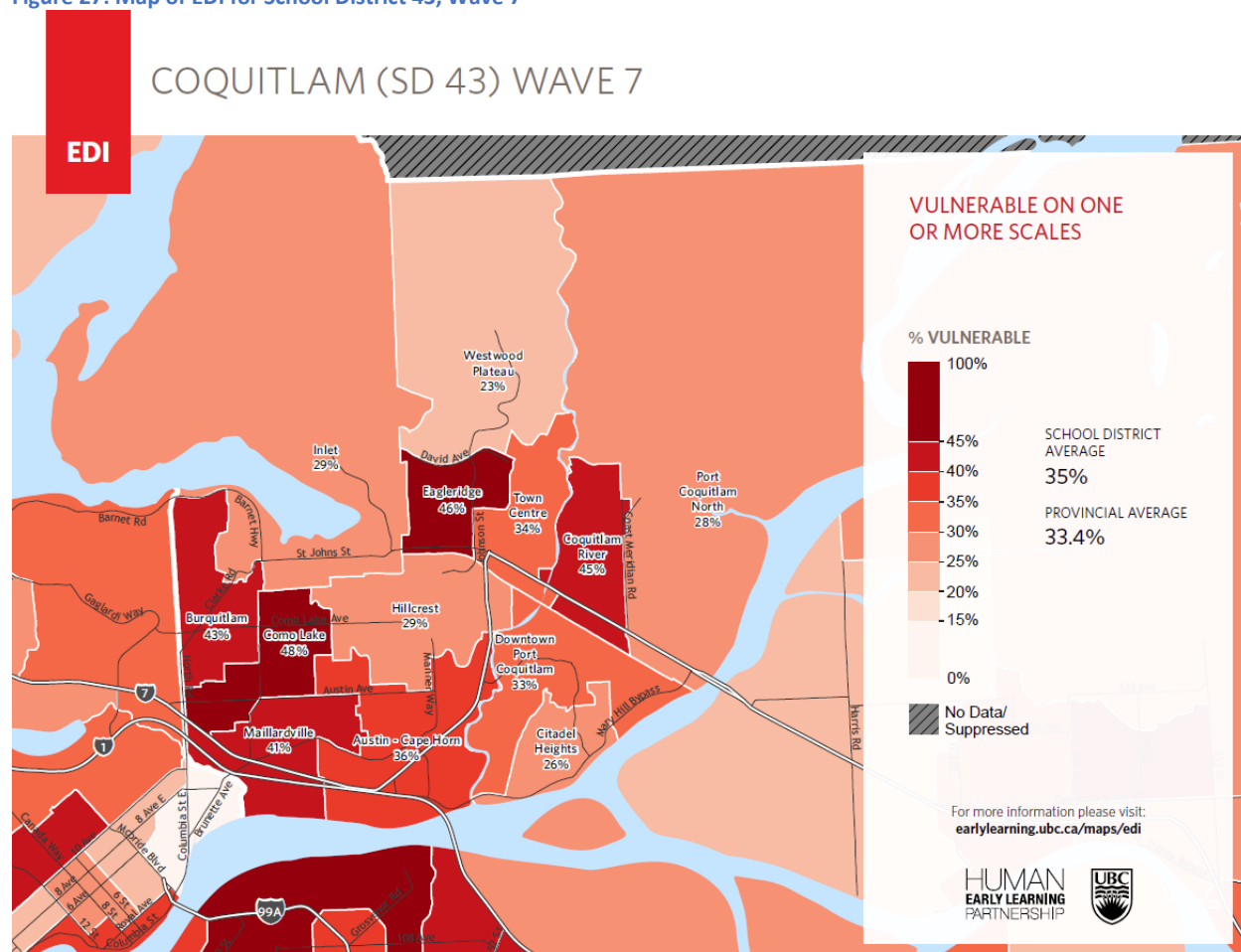*http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_43.pdf*

Child Care 2019

In the City of Port Coquitlam in 2019, there were 95 child care centres in the City of Port Coquitlam offering a total of 131 programs and 2,245 child care spaces. The under-school age group (3 to 4 year olds and half of all 5 year olds) had the most child care spaces per capita, with 44.4 spaces per 100 children. By contrast, there were 15.1 child care spaces in group care (birth to 36 months) for every 100 children aged 0 to 2 and 13.6 spaces in group care (school age) for every 100 children aged 6 to 12 and half of all five year olds. Overall, the City of Port Coquitlam had 26.8 child care spaces for every 100 children from birth to 12 years of age. By comparison, Metro Vancouver has 18.6 child care spaces for every 100 children, BC has 18.4, and Canada has 27.2[14].

Figure 29: Child care spaces by type City of Port Coquitlam (2019) versus City of Port Coquitlam child population (0-12 years old) (2016)

License type	Number of spaces	Age group	# of children	Spaces per 100 children in this age group
Group (birth to 36 months)	272	0-2 year olds	1,805.0	15.1
Group (30 months to school age)	655	3-4 year olds and half of all 5 year olds	1,510.0	44.4
Group (school age)	689	6-12 year olds and half of all 5 year olds	5,065.0	13.6
All others (licensed preschool, group multi-age, family child care, in-home multi-age)	629	General	N/A	N/A
Total child care spaces	**2,245**	**Total 0-12 year olds**	**8,380.0**	**26.8**

Source: UBCM for child care inventory, Statistics Canada. 2016 Census for child population.

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[14] Source: 2019 Survey of Licensed Child Care Spaces and Policies in Metro Vancouver (August 2019): http://www.metrovancouver.org/services/regional-planning/PlanningPublications/2019_Survey_of_Licensed_Child_Care_Spaces_Policies_Metro_Vancouver.pdf.

Figure 30: Child care spaces by neighbourhood

Neighbourhood	Group (birth to 36 months)	Group (30 months to school age)	Licensed Preschool	Group (school age)	Group Multi-age	Family Child Care	In-home Multi-age
Central PoCo	60	174	20	33	0	21	0
Woodland Acres	19	25	0	24	8	0	8
Glenwood	68	127	49	154	38	42	8
Oxford Heights	0	30	40	83	0	14	0
Lincoln Park	54	112	0	90	32	7	8
Birchland	20	50	49	78	8	12	0
Riverwood	23	41	40	60	16	0	24
Dominion Triangle / Fremont	0	0	0	0	0	0	0
Mary Hill	8	25	16	59	24	63	16
Citadel	20	71	20	108	16	7	13
Total	**272**	**655**	**234**	**689**	**142**	**166**	**77**

Source: UBCM for child care inventory, Statistics Canada. 2016 Census for child population.

Elementary Schools and Licensed Child Care

As of September 2019, there were 41 child care operations in or on school sites in the entire School District, which covers the Cities of Coquitlam, Port Coquitlam, and Port Moody. In Port Coquitlam, eight of the twelve elementary schools have child care on site. Figure 25 shows school enrolment and types of child care spaces for the twelve elementary schools in Port Coquitlam. Three schools have group child care for children under 36 months, six have group child care for children aged 3 – 5, four have preschool, and eight have before/after school care.

Figure 31: Public elementary schools within the City of Port Coquitlam, with school enrollment (September 2019) and licensed capacity by child care program type (February 2020)

School Name	Neighbourhood	Enrollment	Child care on site	Group under 36 months	Group 3 -5 years	Preschool	Before / After School
Birchland Elementary	Birchland	174	Yes	12	33	20	49
Blakeburn Elementary	Riverwood	376	No				
Castle Park Elementary	Citadel	337	Yes	12	23	20	38
Cedar Drive Elementary	Riverwood	282	Yes		16	20	35
Central Elementary	Central PoCo	307	Yes				33
Ecole Coquitlam River Elementary	Oxford Heights	305	Yes				38
Ecole Irvine Elementary	Oxford Heights	431	Yes		20	20	45
Ecole Kilmer Elementary	Mary Hill	283	No				
Ecole Mary Hill Elementary	Mary Hill	312	No				
Ecole Westwood Elementary	Woodland Acres	211	Yes	19	25		24
Hazel Trembath Elementary	Citadel	184	Yes		20		40
James Park Elementary	Glenwood	338	No				
Total		**3,540**	**8**	**43**	**137**	**80**	**302**

Source: SD43 On-Site Child Care Capacities provided by Child Care Resource & Referral, February 2020. School enrollment Information provided by School District 43: 2019/2020 Schedule of School District Childcare Operations as of September 12, 2019.Schools identified based on list of elementary schools from School District 43:
https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/=

In addition to the child care programs listed above, ten schools in Port Coquitlam also hosted recreational city programs (which are not licensed child care), such as Beyond the Bell, Playschool, and summer camp programs.

The City of Port Coquitlam also includes the school Ecole des Pionniers-de-Maillardville, through French School District #93. This school offers group child care for children under 36 months and for children aged 3 – 5 years, as well as before and after school child care on site.

Child Care Auspice

A summary of number of programs and spaces offered by service type and auspice is shown in Figure 25. Family and in-home multi age care accounts for 34.3% of programs (45 programs) and 14.7% of spaces (331 spaces). For-profit group and multi-age care accounts for 53.4% of programs (70 programs) and 62.3% of spaces (1,399 spaces). Non-profit group and multi-age care accounts for 12.2% of programs (16 programs) and 22.9% of spaces (515 spaces) (Figure 25).

Figure 32: Child care programs and spaces by service type and auspice, City of Port Coquitlam, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age	45 (34.3%)	331 (14.7%)
Group and multi-age: For-profit	70 (53.4%)	1,399 (62.3%)
Group and multi-age: Non-profit	16 (12.2%)	515 (22.9%)
Total	**131 (100%)**	**2,245 (100%)**

Source: UBCM for child care inventory

Child Care Fees

According to the Fee Survey conducted by the YMCA Child Care Resource and Referral in February 2020, the average monthly fee for family child care in Port Coquitlam is $876 for infant care, $858 for toddler, $777 for 3-5 year-olds, and $456 for school age. The average monthly fee for group family care is $976 for infant care, $958 for toddler, $735 for 3-5 year-olds, and $393 for school age (Figure 26).

Figure 33: Monthly fees for child care by facility type and age group, City of Port Coquitlam

Facility Type	Age Group	Average	Max	Min
Family Child Care	Infant	$876	$1250	$700
	Toddler	$858	$1200	$660
	3-5 years	$777	$1068	$650
	School Age	$456	$635	$350
Group Child Care	Infant	$976	$1110	$800
	Toddler	$958	$1100	$700
	3-5 years	$735	$850	$650
	School Age	$393	$425	$350

*YMCA Child Care Resource and Referral Fee Survey, February 2020.

For comparison, we present here median monthly child care fees by type in five other municipalities in British Columbia, as captured by the Canadian Centre for Policy Alternative's 2019 child care fee survey (Figure 27).

Figure 34: Median monthly fees for child care by facility type and age group, BC municipalities

	Group Child Care		Family Child Care	
Municipality	Infant / Toddler	Preschool-age	Infant / Toddler	Preschool-age
Vancouver	$1,112	$950	$1,275	$1,290
Richmond	$1,283	$955	$1,000	$938
Burnaby	$1,000	$835	$1,000	$950
Surrey	$1,050	$875	$922	$800
Kelowna	$825	$800	$850	$830

CCPA In Progress: Annual Child Care Fee Survey 2019, March 2020.
https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2020/03/In%20progress_Child%20care%20fees%20in%20Canada%20in%202019_march12.pdf

The following sections highlight key findings from the community engagement conducted for this needs assessment, including surveys of parents or caregivers and child care operators; interviews with key informants, child care operators, and City staff; community open houses; and two workshops with City and School District staff, elected officials, and community stakeholders.

Parent/Caregiver Survey

Background

Parent respondents in Port Coquitlam reported about 621 children. Of these:

- 36% of children are under 3 years old
- 21% are 3-5 years old (not in kindergarten)
- 44% are from kindergarten age to 12 years old

Ninety-one percent (91%) of respondents reported English as one of the languages most often spoken at home; 76% of respondents work full-time; 54% reported a family gross income of less than $100,000; 94% were either born in Canada or had been here more than 10 years and 79% reported that they did their paid work during the day.

Key Findings

The most reported primary child care arrangements were:

- 0-2 years: "my spouse or I" (34%) and Licenced group care (39%)
- 3-5 years: licensed group care (36%) and "my spouse or I" (22%)
- 6-12 years: "my spouse or I" (28%) and Licensed before or after school program (34%)

Forty-five percent (45%) of children spend more than 30 hours per week in child care, 42% spend 10-30 hours and 13% spend fewer than 10 hours.

In terms of parent priorities and satisfaction, 74% of Port Coquitlam respondents said that the child care program being licensed was very important. Location near home was also ranked as high in importance (66%), as were the hours of operation (72%). Only 46% said they were very satisfied with quality; 51% were very satisfied with hours of care and only 15% were satisfied with cost. Thirty-five percent (35%)

of respondents would change their child's care arrangement if they could, and of those, 53% would change their "relative other than parents" arrangement and 50% would change their arrangement of "care in a caregiver's home". The most popular alternate choices were licensed before and after school care and licensed group child care. The biggest barriers to changing arrangements were cost, availability of full-time care, location of program, hours of operation and availability of part-time care.

Child Care Operator Survey

Background

One hundred and fifteen (115) operators from the Tri-Cities responded to this survey, the purpose of which was to understand current and projected child care service gaps and needs as well as the vulnerabilities children experience. Of those who responded, 82% either owned, operated or managed a child care facility. The program types (of the 104 respondents who answered this question) break down is shown below. It must be noted many operators offer multiple program types.

- 25% group care under 30 months
- 40% group care 30 months to school age
- 24% preschool
- 38% school age – before school
- 40% school age – after school
- 20% family child care
- 15% in home multi-age care
- 6% multi-age care
- 2% occasional care

Key Findings

The most common type of buildings used as child care facilities were residential buildings (also used as a family home), at 47% of respondents. Only 11% of buildings were purpose-built. School and commercial building accounted for 20%. Out of 106 respondents, 56% own their facility space, 20% lease and 15% rent. Almost half of the programs (48%) have been operating for 11 years or more at their current location, and another 21% for 6-10 years. Close to three quarter of those programs in purpose-built buildings or in school buildings had been in their buildings for 11+ years. Twenty-five percent of respondents would like to expand and 36% would like to open another facility.

Challenges related to facility space were identified as:
- Physical location (difficulty accessing parks; accessibility for parents)
- Size or design of program space

Hours of operation (174 unique programs) are reported as follows:
- 8 operate on Saturday, and 6 on Sunday
- 76% of weekday programs open between 7am and 8am. A little more than half close between 6pm and 7pm and 43% close between 5pm and 6pm.
- Of facilities offering before and after school care, 25% are closed over winter break, 10% over the summer and 8% over spring break.

Population served:
- Seventy-six percent of respondents reported accepting children on a part-time or drop-in basis
- Seventy-four percent of respondents reported a waitlist at their child care facility. Of those 53 respondents who shared average wait times, 13% reported 0-3 months, 15% reported 4-6 months, 38% 7 to 12 months and 34%, more than a year.

Staffing:

- Forty-eight percent (48%) of respondents reported a limited supply of applicants to fill positions. 56% reported a limited supply of applicants with the right qualifications and experience to fill positions. 19% reported high staff turnover. 74% reported that staffing challenges have had an impact on their ability to operate their programs.

Key Informant Interviews

Background

As part of the community engagement process, SPARC BC interviewed seventeen key child care informants from fourteen public and non-profit organizations. This group represented all three municipalities, the Provincial Government, Fraser Health Licensing, the School District and seven not-for-profits. The interviewees were asked a range of questions about the state of child care in their communities and in the province, including the greatest challenges facing parents, operators, and their own organizations. Informants were asked to share their vision for child care in the Tri-Cities and to suggest actions to be taken.

Key Findings

There was consensus that over the last three years, the need for childcare has increased significantly. One of the contributing factors to this is the fact that 8 or 9 child care leases in schools have been terminated due to increased space demands for school programs.

Space requirements are particularly critical for the infant/toddler cohort and before and after care for school-age children. Most available spaces – and even these are in short supply – are family daycare for 3-5 year olds. Hours of operation are an issue, with very few operations offering anything but "traditional" hours, with little flexibility to accommodate needs for part-time, evening and weekends.

Child care operators have a very difficult time recruiting and keeping qualified staff, especially those with the skills to work with kids with special needs. Operators also struggle with finding affordable space and/or appropriate outdoor space.

The greatest challenges for parents, in addition to the basic dearth of spaces, are the lack of enough quality to make them feel comfortable leaving their kids. This relates to the operators' dilemmas of not being able to find good, affordable space in which to establish child care and not being able to recruit qualified staff. Parents also struggle with the cost of child care, even though there is more financial support than there used to be. And lastly, they have problems with accessibility in terms of hours of operation, locations not near transportation and lack of programs or staff to deal with special needs.

City Staff Interviews

Background

Eight City staff from Coquitlam, Port Coquitlam and Port Moody ranging from Technologists to Planners to Managers in Building, Planning and Licensing were interviewed as part of the Needs Assessment for the Child Care Action Plan Project. A set of 10 questions was asked of each interviewee with respect to their department's role in child care, challenges faced in relation to child care and possible initiatives to improve child care, both by their own department and at a more senior level.

The staff roles represented included answering inquiries on a range of child care topics, building safety, zoning regulations, the processes for expansion of child care and establishment of new child care operations, accessibility and working with developers to include child care in new developments.

Key Findings

Respondents felt that generally, City processes for child care work well and have political support. There is good inter-departmental communication and timelines for approving applications are decent. There have been some bylaw improvements and policies to reduce barriers for opening new child care facilities.

Having said that, the interviewees also felt that applicant "compliance" was an issue and that the process was seen to be overly bureaucratic. The staff also felt that requirements could be onerous, especially for larger child care operations and that the requirements – particularly Building Code – could be very costly.

Additional challenges identified included: balancing the needs of child care operators in residential areas against their neighbours' concerns regarding noise and traffic, child care facilities should be better distributed geographically, finding suitable and licensable outdoor space for child care and cost to both operators and parents.

Child Care Providers Interviews

Background

SPARC BC also interviewed child care providers from nine child care facilities. Three providers were interviewed from each of the three municipalities. Two of the child care centres were not-for-profit and seven were for-profit. Most of those interviewed identified as owners or managers and, in some cases, additional staff attended. Five of the operators provide child care at multiple locations. The two not-for-profit centres lease their space for $1/year (from Metro Vancouver) and $4000/month (from BC Housing) respectively. For-profit operators tend to either own family homes which are converted for child care or lease commercial space.

Key Findings

Like the Key Informant group of interviewees, providers cited that the need for child care has increased "drastically", resulting in long wait lists and a child care situation that is "in crisis", in the words of one operator. Wait lists range from 5 to 250. The immense un-met demand is, once again, particularly notable for the infant/toddler and school age groups of children.

The issue of finding and keeping qualified staff was at the forefront of peoples' concerns, especially (but certainly not solely) for children with special needs. Finding suitable facility space and commensurate outdoor space was also identified as a major issue. Respondents also identified affordability as a key concern; both for themselves - establishing and operating a child care – and for parents, even with increased fee subsidies. Operators believe that the biggest challenge faced by parents is "finding child care, period".

With regard to the space challenges, operators note that: 1) finding a space which meets the needs of the operator and children, 2) fits the licensing criteria and 3) then fits the City criteria can be very frustrating. As a result, operators and the families they serve often are forced to cope with sub-standard space, including sub-standard outdoor space.

Community Open Houses

Background

The goal of the Tri- Cities Child Care Action Planning project is to understand current and projected

child care service gaps and to create child care action plans. The findings in this summary are from three community engagement (open house) sessions of 2 hours each, held in Port Coquitlam and Coquitlam on October 9, 24 & 26, 2019. Approximately 60 individuals in total provided their responses across the three sessions. During each of the sessions, parents and caregivers were invited to drop in and speak with SPARC and City staff. Participants were invited to answer specific questions regarding their needs and challenges with their current child care arrangement.

Key Findings

The key findings from the sessions are summarized below.

What is most important for you in a child care program?

1. Affordability
2. Having subsidies. ($10 a day)
3. Availability of child care spaces
4. Hours of operation for the day care
5. Location
6. Licensed child care
7. Quality of Staff
8. Having adequate staff to child ratio
9. Quality of Programming: more art and music programming
10. Access to outdoor play spaces on site.
11. After school care for school age children
12. Having day care on location in elementary schools.
13. Having meal plans

What difficulties have you faced in finding child care that meets your needs?

1. Availability - not enough spaces for children who require child care
2. Long Waitlists - up to 2. 5 years for an available child care space.
3. Parents on waitlist prior to a child's birth
4. Quality of child care (having adequate licensed safe child care)
5. Families need to be educated on what to look for in a quality day care program (i.e. Licensing requirements, curriculum programming etc.)
6. Before and after-school care was lacking
7. Challenging to find a program willing to accept children under 2.5 years old.
8. No part time child care available
9. Location: often a long commute to available child care
10. Difficulties finding child care willing to accept children with special needs (and accompanying support worker)
11. Challenging to find staff qualified to work with children with special needs
12. Often high staff turnover and low wages
13. Transportation to child care after school (e.g.: parent's work so can't rush for a 3 pm pick up to transport children to after school care)

Solutions Workshops

Background

In December 2019 Port Moody, Port Coquitlam and Coquitlam hosted a "Solutions Workshop" with City staff and community partners. This was the first of two workshops which were part of the process of developing Child Care Action Plans for each of the municipalities. The workshop allowed participants to explore the current state of child care in the Tri-Cities, promising practices, potential opportunities and

short and longer-term actions to address gaps in the system. The approximately 40 participants were asked the following questions:

- What role do you think the Tri-Cities could play to support child care?
- If the Cities or other public partners like the school district were to play a bigger role in child care, what do you think are the most important principles that should guide their decisions and actions?
- What opportunities exist in the Tri-Cities to use or leverage City and other public land and facilities for new child care spaces? What partnership opportunities are there for sharing spaces and facilities?
- How can we address areas of greatest need? What actions could be taken, and by whom, to increase the supply of these types of care and what resources/support might be needed?

Key Findings

Question 1

With regard to "role" in the short term (up to five years), key solutions identified included:

- Undertake strategic planning and research
- Identify child care as an amenity and provide incentives to new developments
- Consider by-law exemptions for child care (e.g. parking)
- Concretely support child care in suitable and affordable spaces
- Provide better information to providers and streamline approval processes
- Direct city revenue to child care
- Collaborate and advocate

In the longer term (5-10 years):

- Many ideas regarding directing both capital and operational funding to child care, including CACs, density bonusing, DCCs, public partnerships to support ongoing funding, grant programs, reserve funds, build and operate child care in public spaces
- Promote high quality early childhood education, promote cultural understanding and incorporate Indigenous history in space design and curriculum
- Update zoning bylaw and building codes to make child care development easier; expedite licensing process
- Dedicate municipal staff to work on child care
- Undertake proactive planning based on demographic needs

Question 2

Most important principles:

- Child care should be valued as an essential service
- All child care should be high quality, with high quality staff paid adequately
- There should be appropriate spaces and access to quality outdoor space
- Children should be safe
- There should be universal accessibility and inclusion
- There should be child care in convenient locations, with flexible hours of operation
- Child care should be targeted to areas and families most in need
- Child care should be affordable
- There should be coordination with appropriate municipal departments/school boards/provincial departments

- Public spaces should be used for child care
- Municipalities should provide direct child care services

Question 3

Opportunities to use or leverage public lands for child care:
- Community centres, recreation centres and libraries
- City Parks
- City buildings
- Consider employer sponsored child care for city employees
- Schools and School district lands
- Post-secondary institutions (e.g. Douglas College)
- Partnerships with Seniors Centres
- Strata community rooms
- Redeveloped surface parking areas

Question 4

How can we address areas of greatest need? (Infant/toddler care):
- Support family, in-home licensed child care
- Remove restrictions regarding mixing ages
- Employer-provided care on site
- Be innovative about types of available space
- Lower cost
- Identify creative funding sources
- Support decent ECE wages
- Provide grants
- Update zoning/building/licensing requirements in order to streamline
- Provide tax breaks for developers and providers

How can we address areas of greatest need? (School age care):
- Assess use of public facilities with a view to creating child care spaces
- Look at multi-use and multi-time possibilities (e.g. school spaces outside of school hours)
- Partnerships between cities, schools and community
- Remove licensing barriers
- Expand existing programs

How can we address areas of greatest need? (Longer and non-traditional hours):
- Employer-provided care. Large employers like hospitals could make care available to other shift-workers in the community as well
- Provide care directly by city/parks/school
- Support and provide incentives for quality, well-trained staff
- Parent-led co-ops
- Subsidize part-time care
- Incentivize child care development and operation
- Apply for capital funding
- Collaborate with senior governments

Action Planning Workshop

Background

As part of Child Care Action Planning work for Coquitlam, Port Moody and Port Coquitlam, the Tri-Cities Task Force on Child Care hosted a workshop at Centennial Secondary School in Coquitlam on January 22, 2020. The workshop was a chance for the Task Force to meet with elected officials and staff from the Tri-Cities and the School District to explore the current state of child care in the Tri-Cities, to hear about promising practices and examples from other jurisdictions, and to provide input into short and longer-term actions to address child care gaps. These suggested actions are summarized below.

Key Findings

Short-Term Actions

- The municipalities can create space inventories and set space targets.
    - Create an inventory of existing spaces (city facilities, community centres, etc.) where child care programs can be offered or expanded, including potentially during non-traditional hours.
    - Set space targets tied to needs. Prioritize areas where need is highest.
- Incentivize developers to include child care facilities in new developments (e.g. density bonusing, community amenity contributions, etc.).
- Work with Fraser Health to update licensing requirements and make them more flexible, especially for school aged care on school property.
- Create local coordinator roles to help providers navigate the permits and licensing process. Remove municipal regulatory or administrative obstacles for child care providers.
- Provincial governments could increase capital funding grants to School Districts and offer pilot operational money to allow the School District to explore delivering child care.

Medium-Term Actions

- Explore medium-term actions to increase amount and types of space available for child care.
- Explore medium-term actions to increase the number of qualified child care workers, including by continued support for wages.
- Continue collaboration between the Tri-Cities and with all stakeholders.
- Create a child care coordinator position at the School District.

Long-Term Actions

- Incorporate child care in all long-term municipal and project planning, ensuring it is included in new developments and in schools.
- Create facilities that offer child care during extended and non-traditional hours – potentially even offering 24/7 care.
- Incorporate child care into the Ministry of Education and provide adequate funding to provide enough spaces to meet need.

Appendix: Community Engagement Participants

Key Informants Interviews

Organizations	Name / Position
Kinsight	Gareth Williams, Director of Family & Children's Services
Spirit of the Children Society	Carly Quinlan, Early Years Program Manager
Step by Step Child Development Society	Amy Reid, Director
SUCCESS	Abigail Cameron, Manager, Tri-Cities Local Immigration Partnership
YMCA Child Care Resource and Referral Program	Reagan Stewart, Area Program Manager
Westcoast Family Centres	Tanya Valois, Associate Director
SHARE Community Services	Jody Wickens, Director of Child & Youth Programs
Fraser Health Child Care Licensing	Jody Mishuda, Practice Consultant & Tricia Stephenson, Regional Supervisor of Child Care Licensing
School District 43	Chris Nicolls, CFO/Secretary-Treasurer & Sharon Thompson, Assistant Director of Procurement Services
City of Coquitlam	Paul Penner, Social Planner
City of Port Coquitlam	Natalie Coburn, Planning Analyst
City of Port Moody	Liam McLellan, Social Planner
City of Port Coquitlam – Recreation Department	Janice Dancs, Children Services Co-ordinator
Ministry of Children and Family Development	Susan Foster, Community Developer & Cassia Mcaffey, Director of Operations for Early Years

City Staff Interviews

Municipality	Name / Position
City of Port Coquitlam	Graeme Muir, Planner
	Karen Nicols, Licensing Clerk
City of Coquitlam	Sylvia Adamson, Planning Technician
	Pat Lau, Coordinates Planning & Development Staff
	Glen Spence, Bylaw, Licensing & Animal Control Supervisors
	Mark Reed, Building Technologist
City of Port Moody	Mary De Paoli, Manager of Policy Planning
	Robyn Macleod, Manager of Building, Bylaw & Licensing

Child Care Provider Interviews

Child Care Centre	Municipality
PoCo Daycare Society	Port Coquitlam
Caring Hearts Child Care	Port Coquitlam
Hazelwood Early Learning Centre	Port Coquitlam
Kids Cottage Daycare Society	Coquitlam
Alpha Bees Child Care	Coquitlam
Funshine Learning Centre	Coquitlam
Block 8 Academy	Port Moody
Parkside Child Care	Port Moody
Heritage Mountain Daycare	Port Moody

Solutions Workshop - Hosted by the Tri-Cities (December 10, 2019)

Organization	Name / Position
BCCA Kids Club Child Care Centre	• Theresa Lee, Director • Jungmi Park
City of Coquitlam	• Andrew Merrill, Manager Community Planning • Paul Penner, Social Planner • Sarah Bird, Business Services Liaison • Pat Lau, Planner 3 • Sylvia Adamson, Planning Technician 2 • Councilor Bonita Zarillo
City of Port Coquitlam	• Natalie Coburn, Planning Analyst • Janis Dancs, Children Services Coordinator
City of Port Moody	• Mary De Paoli, Manager of Policy Planning • Robyn MacLeod, Manager of Building, Bylaw and Licensing • Jess Daniels, Policy Planner
Kinsight	• Gareth Williams, Director Family & Children's Services • Yvonne Kwok, Coordinator Supported Child Development
Ministry of Children and Family Development	• Susan Foster, North Fraser Early Years Community Developer
School District #43	• Patricia Gartland, CEO/ Superintendent • Chris Nicolls, CFO / Secretary Treasurer • Sharon Thompson, Assistant Director Procurement and Contract Administration • Harpreet Esmail, Curriculum Coordinator - Early Learning • Terri Galligos, Indigenous Education Resource Teacher
Step-by-Step Child Development Society	• Amy Reid, Director • Heather Nowak, Board
SUCCESS	• Eunju Kim • Ada Sin
Westcoast Family Centres	• Michelle Flett, Administrative Coordinator
YMCA – Child Care Resource and Referral Program	• Raegan Stewart, Program Manager • Tazeen Bharucha

Actions Workshop - Hosted by School District 43 - Child Care Task Force (January 22, 2020)

Organization		Participant
School District 43	Board	• Chair Kerri Palmer-Isaak • Trustee Jennifer Blatherwick • Trustee Michael Thomas • Trustee Carol Cahoon • Trustee Lisa Park • Trustee Christine Pollock • Trustee Keith Watkins
	Staff	• Superintendent Patricia Gartland • Secretary Treasurer Chris Nicolls • Principal Nicole Daneault, Ecole Glen Elementary • Principal Frank Pearse, Seaview Elementary
MLA		• Joan Isaacs, Coquitlam-Burke Mountain
City of Coquitlam	Council	• Mayor Richard Stewart • Councillor Chris Wilson • Councillor Bonita Zarillo
	Staff	• Paul Penner, Social Planner • Jennifer Keefe, Manager Community Recreation and Culture Services • Tina Mack, Manager of Recreation and Culture Facility Planning
City of Port Moody	Council	• Councillor Amy Lubik
	Staff	• Mary DePaoli, Manager of Planning
City of Port Coquitlam	Council	• Mayor Brad West • Councillor Steve Darling • Councillor Laura Dupont • Councillor Glenn Pollock
	Staff	• Natalie Coburn
Village of Belcarra	Council	• Councillor Carolina Clark
Ministry of Children and Family Development	Staff	• Susan Foster
Community Agencies		• Raegan Steward, YMCA CCRR

Tri-Cities Child Care Action Plan - Municipal Government Child Care Planning

Key Findings from Research & Promising Practices December 2019

Social Planning and Research Council of British Columbia

Contents

1. Introduction

Municipalities across British Columbia are developing child care strategies and action plans to address each communities' child care needs. In order to better understand current promising practices and key research findings related to quality child care systems and the role of municipal governments in child care this document and literature review was undertaken. The purpose of this review is to answer the following guiding questions:

1. What are the elements/indicators of a high-quality early learning and child care system?
2. What does the research tell us about Quality Child Care at the Individual Program Level?
3. What does the research tell us about auspice –who is operating the child care programs?
4. What is the broader context for child care in Canada?
5. What does the research tell us about the role of local governments in the delivery of a high quality child care system?
6. What are some examples of promising practices for local planning and service delivery?

By reviewing each question, municipalities will be equipped with information to inform their child care strategies and action plans.

2. What are the indicators/elements of a quality early learning and child care system?

Overall

There is an innate benefit of having a system in place in order to meet the needs of the community, families, and individuals. A system can be defined as an established framework that creates interrelationships between and among different groups with the purpose of meeting an identified need, in this case, quality, affordable and accessible child care.[1]

It is well accepted that there are eight elements of a quality early learning and child care **system**: (1) Ideas, (2) Governance, (3) Infrastructure, (4) Planning and policy development, (5) Financing, (6) Human resources, (7) Physical environment, (8) Data, Research and Evaluation.[2] Each element is interconnected and fit together to create a strong system, but individually do not have as much impact. These eight characteristics are the basis of a quality child care *system*. Strong public policy is needed to provide the foundation to build the system. Furthermore, in Canada, child care is viewed as a provincial jurisdiction. Canada presently does not have comprehensive public policy on quality child care and therefore child care is in Canada is described by the Organisation for Economic Co-operation and Development (OECD) as, "fragmented, often of dubious quality and characterized by unequal access".[3] Nonetheless, within

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[1] Arnold, R.D., & Wade, P.J. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science, 44,* 669-678.

[2] Friendly, M., & Beach, J. (2005). High quality early learning and child care system. *Child Resource and Research Unit, 1-8.*

the literature and amongst early childhood professionals, consensus has been reached on the important aspects of an early learning and child care system. Notably, the Province of British Columbia has committed to an ambitious "systemic" approach to universal child care with a focus on quality, affordability, and accessibility. Childcare BC: A New Day for Families & Providers in B.C is a provincial plan specifically focused on establishing a quality child care system and adheres to the eight elements outlined by Friendly and Beach (2005).

The following graphic presents a summary of each of the eight elements of a quality child care system[3,4]:

Clear roles and responsibilities
Public management of the system
Program delivery at local level
Parent involvement

Strong conceptual
framework and values
for the system

Qualified, well-supported staff at
all levels of the system
Ongoing training for supervisors
and program staff
Good wages and working
conditions

Clear strategy for system-wide
planning and implementation
Evidence-informed

Continuous evaluation
Collection and analysis of
key information

Well-designed and
equipped program settings
Sufficient indoor and
outdoor space

Governance   Ideas
Planning & Policy Development   Human Resources
Physical Environments   **Eight Elements of Quality**   Data, Research & Evaluation
Financing   Infrastructure

Adequate, sustained public investment
Core/base funding
Capital funding
Affordable parent fees

Coordinated program administration
Policy development
Regulation and monitoring
Quality improvement mechanisms

(Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality early learning and child care system. Childcare Resource and Research Unit.)

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[3] Friendly, M., Doherty, G., & Beach, J. (2005). Quality by design: What do we know about quality in early learning and child care, and what do we think? A literature review. *Childcare Resource and Research Unit*, 1-32.

[4] Region of Waterloo Children's Services. (2016). *Early Learning and Child Care Service Plan: 2016-2020 Executive Summary*. https://www.regionofwaterloo.ca/en/living-here/resources/Documents/Childrens-Services-/ELCC-Service-Plan-Executive-Summary-access.pdf

As stated, planning and policy is one of the eight elements of a quality system and an important driver for social change. In 2012, the OECD released the *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care* which is a document that includes, "five policy levers that are likely to enhance quality" of child care.[5] These categories are:

- Policy Lever 1: Setting out quality goals and regulations
- Policy Lever 2: Designing and implementing curriculum and standards
- Policy Lever 3: Improving qualifications, training and working conditions
- Policy Lever 4: Engaging families and communities
- Policy Lever 5: Advancing data collection, research and monitoring

This toolbox could be used when considering implementing policy that is aimed at creating quality child care. In addition, this toolbox should be referenced to support policy decisions at the municipal level especially, when developing an action plan that recognizes the importance of quality child care.

Inclusion and Accessibility

When developing a quality early learning and child care system, it is critical to ensure the system meets the diverse needs of children, in particular, children who statistically belong to vulnerable and/or marginalized groups. While there is no "one size fits all" framework that can be implemented, there are promising practices that consistently arise when inclusivity and accessibility are put into practice. For example, a comprehensive, global, literature review that has been conducted on the accessibility of early childhood education for children from ethnic minority and low-income families, documents some of these promising practices.[6] Based on the literature review, Vanderbroeck and Lazzari (2012) propose three levels from which an inclusive and accessible system can be built:

1. Policy Level: Ex. availability of services, quality regulations, monitoring
2. Provisions level: Ex. services available for irregular work hours, number of spaces meets the demand, waitlist criteria
3. Parental level: Ex. access to informal network and information about ECE, language, and cultural considerations

To address challenges associated at each level, there are five principles of good practice to be considered:[7]

1. Availability – Do families have access to child care in their neighborhood?
2. Affordability – Are fees based on income?

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[5] OECD. (2012). Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, OECD Publishing. http://dx.doi.org/10.1787/9789264123564-en

[6] Vandenbroeck, M., & Lazzari, A. (2012). Accessibility of Early Childhood Education and Care (ECEC) for children from ethnic minority and low-income families.

[7] (Vanderbroeck & Lazzari, 2012)

3. Accessibility – Are there language, cultural, and/or physical barriers? Is outreach being conducted to reach marginalized and vulnerable population groups who might not have access to information or a trusting relationship with child care centres?
4. Usefulness – Are there flexible opening hours? Are families involved in the child care centre decision making processes?
5. Comprehensibility – Are the values, beliefs and educational practices of the organization comprehensive and reflected of diverse needs? Do diverse staff work at the centre?

Furthermore, in Canada, there has been a national Indigenous Early Learning and Child Care Framework developed to ensure child care systems meet the needs of Indigenous children and families. This Framework was created with Indigenous partners across Canada through a national engagement strategy and culminates with nine principles that strengthen Indigenous Early Learning and Child Care. This Framework can be found here: https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html

Workforce

A strong quality workforce is required in order to operate a quality child care system. In recent years, there have been many studies and reviews on what constitutes a quality workforce.[8,9] The latest, comprehensive, national labour market review on a quality child care workforce, which was completed in 2004, determined, "a skilled, stable workforce is the critical determinant of high quality in child care settings, and the quality of child care environments influences child development outcomes."[10] Despite this clear outcome statement, the present day workforce still faces similar challenges workers faced over fifteen years ago at the time of the last national literature review. Bertrand (2004) highlighted that workers were negatively impacted by many factors such as low wages, which resulted in a lack of incentive to obtain higher education, increasing job stress, and difficulty meeting the needs of all children. These issues were compounded with the fact that there was a lack of public investment to mitigate the negative experiences the workforce encountered, resulting in child care that lacked quality.[11] Over recent years, however, there have been child care advocates that continue to strive towards creating a child care system that is considered "high quality." Fundamental to a high-quality

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[8] Bertrand, J. (2004). Working for change: Canada's child care workforce. *Child Care Human Resources Sector Council*, 1-75.; Early Childhood Educators of BC. (N.D.). BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report. Retrieved from
https://www.ecebc.ca/programs/files/1218_Childcare%20SLMP%20-%20Final%20Report%20.pdf;

[9] Forer, B. (2018). 2018 Wages and working conditions survey: Vancouver centre-based child care programs, Westcoast Child Care Resource Centre and the City of Vancouver. Retrieved from
https://www.wstcoast.org/application/files/1215/3776/1533/WCCRC_Vancouver_child_care_wage_survey_exec_sum_web_10_pg_Sept_19_2018-web.pdf

[10] (Bertrand, 2004, p.13)

[11] (Bertrand, 2004)

system is a workforce that is appropriately remunerated, has access to affordable education and professional development opportunities, and is supported through public policy.[12]

Recently, the Canada-British Columbia Labour Market Development Agreement funded a study on the [BC Childcare Sector Labour Market Partnership](#) and the City of Vancouver completed a survey on [Wages and Working Conditions in Vancouver centre-based child care programs](#). Both of these studies validated the findings from Bertrand's 2004 literature review: low wages remain, education and professional development are difficult to obtain, and retaining or recruiting skilled employees is a challenge.[13] In an attempt to address the concerns raised by the early childhood educator workforce in BC, the Ministry of Children and Family Development created an [Early Care and Learning Recruitment Strategy](#). The strategy outlines a plan to:

1. Increase compensation for ECE's working in facilities that are participating in BC's Child Care Fee Reduction Initiative
2. Expand funding to the ECE post-secondary programs, bursaries available to students, and funds to facilities to support employees while they participate in education/training
3. Create more professional development opportunities

Creating a more sustainable and supported workforce will take time, however, the path forward is clear based on the ample research conducted nationally, provincially and locally. Investment in the child care workforce is essential in creating a quality child care system.

3. What does the research tell us about quality child care at the individual program level?

Much has been written about quality at the individual child or program level, but as discussed in the last section, there is increasing recognition that there are essential elements at the broader systems level necessary to ensure that quality at an individual or program level is the norm rather than the exception. These systems level elements include infrastructure, financing, governance, planning, human resources, physical environments, research, data collection and evaluation. Most aspects of quality fall within provincial jurisdiction and are outside the scope of a local municipal government, however it is important to recognize what indicates quality child care at the individual program level.

High quality at an individual program levels means honouring children where they are at, supporting children and giving them opportunities to develop and learn through play and a safe environment.[14] In 2019, the British Columbia Ministry of Education released an [Early Learning Framework](#) that outlines the key factors that contribute to quality programs including different practices that can be implemented

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[12] (Bertrand, 2004)

[13] (BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report, 2018; Forer, 2018) [14] British Columbia Early Learning Framework. Ministry of Education. 2019 https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

to advance child learning. This framework should be referenced when developing or evaluating child care programs. Furthermore, extensive research has been done to establish the contributing factors that foster a high-quality program which Friendly, Doherty, and Beach (2005) briefly outline in their literature review of quality child care. For instance, at a relational level, reporting of positive relationships between families and providers, among colleagues, and between children and staff is indicative of quality care. Additionally, when staff are more educated, feel appreciated and are well supported, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances the quality of care.

In addition to establishing an overall positive environment for children, employees and families, along with the implementation of a strong curriculum, there has been evidence that illustrates the importance of a well-designed indoor/outdoor space in supporting the development of children under five.[15] Although standards for child care spaces are developed provincially, municipalities are able to establish child care design standards that are more in line with best practices, such as the "7C's" (character, context, connectivity, change, chance, clarity, and challenge). For example, the provincial standards recommend less than 7m^2 of outdoor space per child, but the City of Vancouver, in their Design Guidelines has increased that requirement to 14m^2 per child (globally, standards are as high as 32m^2 per child). The City of Vancouver has also recognized the correlation of well-designed outdoor space with quality individual programs and has taken important steps to improving child care quality through municipal policy. The design of indoor spaces is important, as, "the arrangement of furniture, structures, and objects in a space sends messages about how people can move and relate to others."[16] How space is designed and used, inevitably impacts the individual program quality.

As demonstrated, the research indicates that there are several factors contributing to the development of high quality individual child care programs. Centres that focus on building quality indoor and outdoor spaces, developing relationships with families, creating a positive work environment and implementing structured curriculum have greater success in meeting the needs of children and establishing a quality child care centre.

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[15] Herrington, S., Lesmeister, C., Nicholls, J., & Stefiuk, K. (N.D.). 7Cs: An Informational Guide to Young Children's Outdoor Play Spaces. Retrieved from https://sala.ubc.ca/sites/sala.ubc.ca/files/documents/7Cs.pdf

[16] (Ministry of Education, 2019, p. 23)

4. What does the research tell us about auspice – who is operating the child care programs?

Doherty, Friendly, and Forer (2002)[17] describe the term 'child care auspice' as those who run or operate the child care market service. Research has shown that the operator of child care facilities plays a major role in the quality of provision. In Canada there are three types of child care auspice:[18]

1. Not-for-profit child care services
2. For-profit child care services
3. Publicly operated child care services (i.e. services directly operated by a public entity such as a city government or a board of education)

There is a substantial amount of research on these three auspices from Canada, the United States, Britain, and New Zealand where child care is delivered as a market commodity. Analysis of research data from Canada-wide studies on the quality of licensed child care centres have indicated that as a group:

a) For-profit centres were of lower quality than not-for-profit and publicly operated centres[19]
b) For-profit centres lower quality is not only related to lower access to public funds and resources but also due to a multitude other issues related to for-profit care[20,21]
c) The highest quality child care was found in municipally operated public child care centres[22]

Research on auspice has consistently demonstrated that for-profit centres are of lower quality and perform worse on global evaluation scales compared to not-for-profit and publicly operated centres.[23,24] Using British Columbian data, researchers found that for-profit centres are disproportionately more likely to close, and not- for-profit centres are 97% times more likely to continue to operate.[25] Table 1 shows that in contrast to not-for-profits, for-profits provide less teaching support, salary schedule, staff policies, job performance appraisals, and grievance procedures. These contributing factors could result in the high staff turnover and lower morale present within for-profits.

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[17] Doherty, G., Friendly, M., & Forer, B. (2002). Child care by default or design? An exploration of differences between non-profit and for-profit Canadian child care centres using the "you bet I care!" data sets. *Childcare Resource and Research Unit, Centre for Urban and Community Studies*, 75.

[18] (Doherty, Friendly, & Forer, 2002)

[19] (Doherty, Friendly, & Forer, 2002)

[20] Childcare Resource and Research Unit, (2011). Briefing Note: What Research Says About Quality in For-Profit, Non-Profit and Public Child Care.

[21] Cleveland, G., & Krashinsky, M. (2009). The nonprofit advantage: Producing quality in thick and thin child care markets. Journal of Policy Analysis and Management, 28(3).

[22] Cleveland, G. (2008). *If It Don't Make Dollars, Does That Mean That It Don't Make Sense? Commercial, Nonprofit and Municipal Child Care in the City of Toronto.* City of Toronto, Children's Services Division.

[23] (Childcare Resource and Research Unit, 2011)

[24] Kershaw, P., Forer, B. & Goelman, H. (2004). Hidden fragility: Closure among child care services in BC. Vancouver: Human Early Learning Partnership, University of British Columbia.

[25] (Childcare Resource and Research Unit, 2011)

Table 1 Comparison between Non-Profit and Commercial Child Care Written Policies and Formal Procedures*

Variable	Auspice	Average percent %
Teaching staff have written job descriptions	Non profit	73.4
	Commercial (for-profit)	46.5
Teaching staff have written job contracts	Non profit	41.7
	Commercial (for-profit)	22.2
There is a written salary schedule	Non profit	29.2
	Commercial (for-profit)	12.1
There is a staff manual outlining staff policies	Non profit	70.9
	Commercial (for-profit)	57.2
Teaching staff receive regular written job performance appraisals	Non-profit	38.5
	Commercial (for-profit)	11.2
There is a formal grievance procedure	Non- profit	31.5
	Commercial (for-profit)	15.3

*Table Source: Staff questionnaire from both *YBIC!* data sets for all centres in Alberta, British Columbia and New Brunswick combined. From Doherty, Friendly and Forer (2002). Note: Data from 147 non-profit and 163 commercial centres.

Other reasons that for-profit centres have higher turnover and lower morale is because they have a higher proportion of untrained staff, lower wages, higher child to staff ratios[26], and minimal benefits concerning sick leave. Less in-service training, holidays and pensions, are additionally noted[27]; therefore, staff turnover rates are lower in not for-profit, non-religiously affiliated centres and highest in for-profit independent centres.

Lastly, the highest quality child care auspice was found in municipally operated public child care centres. According to Doherty, Friendly and Forer (2002), municipal centres actively support non-profit agencies that serve their residents and therefore, have the best quality across all age groups. Further, Section 25 of the BC Community Charter states that there are legislative prohibitions on local government assistance to businesses[28], and due to this, city-owned child care facilities can only be operated by the municipality or by not for-profit operators, and not by for-profits.

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[26] (Doherty, Friendly, & Forer, 2002)

[27] Penn, H. (2012) Childcare markets: Do they work? Occasional Paper No. 26. Childcare Resource and Research Unit.

[28] British Columbia (2019). Community Charter, SBC 2003 Chapter 26.

5. What is the broader context for child care?

Understanding the broader context for child care is a key pillar to developing a child care strategy that is feasible at a local, municipal level. This part of the review will examine the broader international context for child care, the federal role in child care and the provincial role of child care provision. By having a full picture of the child care context, local governments can be more equipped to adequately position themselves in the conversation.

International Context

Accessing child care and establishing child care arrangements is a universal need for families and, as a result, multi-country studies have been conducted to contribute to the global child care context.[29,30] From these international studies, there are key findings to be gleaned. Most notably, when Canada participates in international reviews, the country is determined to have an unfavourable system and receives among the lowest scores on quality child care. For example, in 25 OECD countries, child care systems were reviewed on ten benchmarks, and Canada tied for the lowest score with Ireland. Sweden was the only country to reach all benchmarks. The benchmarks were as follows:[31]

1. A minimum entitlement to paid parental leave: At least 1 year at 50% of salary, with provision for unemployed or self-employed individuals
2. A national plan with priority for disadvantaged children
3. Minimum level of child care provision for children under 3 years of age: Subsidized, regulated services for at least 25% of children under 3
4. Minimum level of access for 4-year-olds: At least 80% of 4-year-olds participate in publicly subsidized and accredited early childhood services for at least 15 hours/week
5. Minimum level of training for all staff: At least 80 percent of staff having significant contact with young children have relevant training
6. A move towards pay and working conditions in line with wider teaching or social care professions: At least 50% have a minimum of at least three years of post-secondary education, with recognized qualification in early childhood
7. Minimum staff to children ratio: Maximum group size of 24 for 4-year-olds
8. Level of public funding for children 0-6 of at least 1% of GDP
9. Child poverty of less than 10%
10. Universal outreach

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[29]Organisation for Economic Co-operation and Development. (2019). Early Childhood Education and Care Country Information. Retrieved from http://www.oecd.org/education/school/ecec-country-information.htm

[30] UNICEF Innocenti Research Centre. (2008). The child care transition: A league table of early childhood education and care in economically advanced countries. Retrieved from https://www.unicef-irc.org/publications/507-the-child-care-transition-a-league-table-of-early-childhood-education-and-care-in.html

[31] (UNICEF Innocenti Research Centre, 2008). Proxy measure for basic health services: the rate of mortality is less than 4 per 1,000 live births; proportion of low birthweight babies is less than 6%; the rate of immunization for children 12-23 months is greater than 95%.

When these benchmarks are reached, countries experience greater gender equality, lower poverty rates and ultimately protect the rights of children. As quality, accessible, affordable, child care systems and services are being developed in British Columbia and implemented at a municipal level, it is imperative for municipalities to understand the positive impacts reaching these validated benchmarks has on communities and strive to create environments where reaching these milestones are possible.

Figure 1 Early Childhood Services Report Card - UNICEF Innocenti Research Centre report *The Child Care Transition*

Benchmark legend:
1. Parental leave of 1 year at 50% of salary
2. A national plan with priority for disadvantaged children
3. Subsidized and regulated child care services for 25% of children under 3
4. Subsidized and accredited early education services for 80% of 4-year-olds
5. 80% of all child care staff trained
6. 50% of staff in accredited early education services tertiary educated with relevant qualification
7. Minimum staff-to-children ratio of 1:15 in pre-school education
8. 1.0% of GDP spent on early childhood services
9. Child poverty rate less than 10%
10. Near-universal outreach of essential child health services

Benchmark	Number of benchmarks achieved	1	2	3	4	5	6	7	8	9	10
Sweden	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Iceland	9		✓	✓	✓	✓	✓	✓	✓	✓	✓
Denmark	8	✓	✓	✓	✓	✓		✓	✓	✓	
Finland	8	✓	✓	✓		✓		✓	✓	✓	✓
France	8	✓	✓	✓	✓	✓	✓		✓	✓	
Norway	8	✓	✓	✓	✓			✓	✓	✓	✓
Belgium (Flanders)	6		✓	✓		✓	✓			✓	✓
Hungary	6		✓		✓	✓	✓	✓		✓	
New Zealand	6		✓	✓	✓	✓	✓	✓			
Slovenia	6	✓	✓	✓		✓	✓				✓
Austria	5		✓		✓	✓		✓		✓	
Netherlands	5		✓	✓	✓		✓	✓			
United Kingdom*	5		✓	✓	✓	✓	✓				
Germany	4		✓		✓		✓	✓			
Italy	4		✓		✓	✓	✓				
Japan	4		✓		✓	✓					✓
Portugal	4		✓		✓	✓	✓				
Republic of Korea	4		✓			✓	✓				✓
Mexico	3		✓			✓	✓				
Spain	3				✓	✓	✓				
Switzerland	3						✓	✓		✓	
United States	3			✓			✓	✓			
Australia	2			✓			✓				
Canada	1						✓				
Ireland	1						✓				
Total benchmarks met	**126**	**6**	**19**	**13**	**15**	**17**	**20**	**12**	**6**	**10**	**8**

Data for the United Kingdom refer to England only.

Federal Role

Although child care in Canada is primarily a provincial responsibility, the federal government plays an important role in the child care system. For instance, the federal government provides direct child care funding support to three specific population groups: First Nations, Metis and Inuit children and families; families serving in the Canadian military; and some newcomers to Canada enrolled in language programs. Different levels of support are provided for each population group. Some examples include providing resources for Aboriginal Head Start on Reserve program, emergency child care for military families, and child care for immigrant or newcomers enrolled in language classes. The federal government furthermore provides maternity and parental benefits through Employment Insurance to eligible parents. These benefits enable eligible people to stay home with their newborn for up to 18 months, with a reduced rate. Additionally, the Federal government has allocated funds to implement the Multilateral Early Learning and Child Care Framework and the Indigenous Early Learning and Child Care Framework. BC has a bilateral agreement and received $153 million in 2018, with the following priority areas of investment:[32]

1. Enhance the accessibility of child care options by increasing the number of spaces
2. Increase affordability of child care, beginning with infant/toddler care
3. Enhance the quality of licensed child care programs by supporting the training and professional development of early childhood educators
4. Enhance equity through targeted investment in underserved communities – Indigenous families, families with children with special needs, and young parents completing their secondary education – improving access to inclusive, affordable, and flexible child care programs

Provincial Role

In Canada, provinces and territories maintain primary responsibility for child care oversight and management. In British Columbia, the system is complex and spans across three main ministries: the Ministry of Children and Family Development, the Ministry of Health and the Ministry of Education. Table 2 outlines the different responsibilities across each Ministry.

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[32] Government of Canada. (2018). Canada-British Columbia Early Learning and Child Care Agreement Retrieved from https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia.html#h2

Table 2 Provincial Ministry Responsibilities

Ministry of Children and Family Services Responsibilities	Ministry of Health Responsibilities	Ministry of Education Responsibilities
1. Child care policy including cooperating on the Early Learning Framework	1. Child care legislation	1. Led the development of Early Learning Framework
2. Child care programs and services funding 3. Fee subsidies 4. Early Childhood Registry 5. Capital funds	2. Licensing and Monitoring (implemented by regional Health Authorities, follows the BC Child Care Licensing Regulation)	2. StrongStart BC

After the 2017 provincial election, creating universal, affordable, quality child care was established as a priority. Since the election, the government has completed/created the following:

1. Committed to reconciliation by providing funding for Aboriginal Head Start programs to include child care
2. Developed the Child Care Fee Reduction initiative
3. Created The Affordable Child Care Benefit
4. Committed to create 22,0000 new spaces by 2021
5. Established Universal Child Care Prototype Sites
6. Distributed Capital funding via:
a. Childcare BC New Spaces Fund
b. UBCM Community Child Care Space Creation Program
7. Announced wage increases for Early Childhood Educators

The Province plays an important role in advancing accessible, affordable, quality child care programs and the current government has demonstrated a desire to enhance the existing system in British Columbia through a multitude of new initiatives. Ultimately, however, child care services are provided at a local, community level and municipalities hold immense responsibility in fostering a system that provides affordable, accessible, and quality child care.

6. What does the research tell us about the role of local governments in the delivery of a high quality child care system?

The local government plays an important role in the delivery of high-quality childcare systems. Planning, managing, designing, and implementing programs are common roles and responsibilities of the local government.[33] Similarly, school districts collaborate with the local government to create policy

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[33] (Friendly, Doherty, & Beach, 2005)

documents and strategic plans in order to implement change at the district level.[34] Local community members are encouraged to voice their opinions and concerns in regards to the services offered within the community.[35] By collaborating with community partners, local governments are able to determine the strengths, weaknesses, and gaps present within the services and address change accordingly.[36]

Research suggests over time, local governments roles within the child care sector in Canada have diminished, allowing provincial governments to act as key decision makers.[37] Within Canada, most provinces, except Ontario, only allow local governments to participate in select decision making processes. For example, in British Columbia, municipalities can choose to invest in child care, but there is no legislated municipal role. This poses challenges for the local government when trying to meet the demands of the local citizens.[38] Challenges such as, accessibility, affordability, and equality are barriers preventing local governments from providing high quality childcare services.[39] Therefore, evidence suggests that building strong intergovernmental relationships can help eliminate many of these challenges and help local governments provide more equitable, high-quality childcare services.[40]

Several recommendations have been made by the Province, for municipalities to help support the local childcare needs.[41] These include:

1. Having experienced staff members who are familiar with the processes and municipal requirements for child care providers
2. Updating bylaws in accordance with legislation to help eliminate confusion
3. Creating land bylaws to increase new childcare spaces
4. Work with school districts to promote joint use of space
5. Assemble a cross-sectoral child care planning team

Evidence suggests lowering municipal fees and increasing the numbers of not for-profit child care facilities can help support local child care demands. Other actions that municipalities can take include drafting child care plans, creating a child care planning body, streamlining processes, and offering employees child care services.[42] By following these recommendations, municipalities can help create high quality, accessible, and affordable child care services.

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[34] Provincial Office for the Early Years. (N.D.). Early years in BC school districts: A scan of promising practices.

[35] (Friendly, Doherty, & Beach, 2005)

[36] (Friendly, Doherty, & Beach, 2005)

[37] McNeil, C., & Cory, G. (2017). The future of childcare in London: Devolving funding for greater affordability, access and equality. *Institute for Public Policy Research*, 17-27.

[38] Jenson, J., & Mahon, R. (2002). Bringing cities to the table: Child care and intergovernmental relations. Canadian Policy Research Network, 26, 2-9.

[39] (McNeil, & Cory, 2017)

[40] (Jenson & Mahon, 2002)

[41] Provincial Office for the Early Years. (N.D.). Municipalities: Top 13 Actions to Support Local Child Care Needs. http://nanaimoearlyyears.org/resources/Research%20and%20Resources/municipalities%20top%2013%20actions%20for%20child%20care%20needs.pdf

[42] (Provincial Office for the Early Years, N.D.)

7. What are some examples of promising practices for local planning and service delivery?

In Canada, municipalities have implemented a variety of strategies to plan for and provide quality child care. To date, no research has been completed on "best practices" of child care in Canadian municipalities, but in this section, "promising practices" will be explored. To begin this section, promising practices across Canada will be explained followed by promising practices currently underway in British Columbia.

Promising Practices in Canada

Insights about quality child care can be acquired from municipalities around Canada. Although provincial legislation dictates the role of local municipalities immensely, the Region of Waterloo and City of Toronto are two cases of municipalities that have taken initiative in creating a quality child care system at the local level. For instance, the _Region of Waterloo's Early Learning and Child Care Service Plan (2016-2020)_ is a prime example of a quality focused child care plan in action. Waterloo created their child care plan around four pillars: availability, affordability, accessibility, and accountability.[43] Action items were then developed that centred around those four pillars. The action items prioritize inter-government relationship, reducing fees for families, supporting diverse needs, and building relationships with school boards to offer public child care. In regards to public delivery of child care, the City of Toronto is one of the highest providers of publicly operated centres.[44] Toronto was able to become a leader in public child care by financing "20% of the budget for fee subsidies, wage grants, families resource programs and resources for special needs children, and 50% of administration costs".[45] The province subsequently pays the remainder of costs. The Region of Waterloo and City of Toronto are two municipalities that have leveraged provincial legislation to meet the needs of their respective communities regarding quality child care.

Furthermore, across the country, municipal governments are hoping to foster environments that create quality child care. In 2016, the Muttart Foundation in Alberta developed a report: _Engaging Alberta Municipal Level Governments in Support of Early Learning and Care_ which served the purpose of building a conversation around promising practice for municipal governments. This report takes a comprehensive look at municipal practices in Alberta, Ontario, and Saskatchewan, and culminates in offering suggestions about Albertan municipal roles and responsibilities around regional management and planning, support for services and service delivery, and research and public awareness.[46] This report can be used by municipalities to understand the context of promising practices in municipalities nationally.

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[43] (Region of Waterloo, 2016)

[44] (Public child care profile: Toronto, Ontario, 2009)

[45] (Public child care profile: Toronto, Ontario, 2009, p.1)

[46] The Muttart Foundation. (2016). Engaging Alberta municipal level governments in support of early learning and care. Retrieved from https://www.muttart.org/wp-content/uploads/2017/02/Engaging-Alberta-Municipal-Level-Governments-122016.pdf

When reviewing promising practices in Canada, it is vital to recognize that city planners play an important role in creating quality child care. Holt (2018) has summarized some of promising practices surrounding planning policies and their effect on child care development. Although the report is geared towards Winnipeg, Holt (2018) effectively explores the impact of policies, financing, zoning and regulatory requirements and partnerships have on the child care system at the municipal level and stated the following as trends in promising practices:[47]

1. Municipalities recognized that access to early learning child care services contribute to the social and economic wellbeing of communities; it helps to support families, healthy child development and future economic growth and prosperity
2. Municipalities provided financial incentives to support child care services
3. Municipalities took steps to encourage ELCC spaces through land use and zoning regulations
4. Collaborations and partnerships played a vital role in creating quality child care

Promising Practices in British Columbia

Many municipalities in British Columbia have undertaken important steps towards building quality child care. In Metro Vancouver, in order to better understand landscape of municipal child care policies and regulations, the *Municipal Survey of Child Care Spaces and Policies in Metro Vancouver* was conducted.[48] Key findings from this report were as follows:[49]

- 8 Metro Vancouver municipalities have a stand-alone child care strategy
- 11 municipalities identify child care facilities as a community amenity in the development approvals process
- 15 municipalities support child care through the provision of municipal building space (rent-free, reduced lease, or market lease); the space may be made available on a single property or on multiple sites
- 6 municipalities offer grants for child care capital projects; 4 municipalities offer grants for child care operating costs
- 15 municipalities provide space for child care in municipal facilities
- 8 municipalities offer property tax exemption

Three examples of municipalities with child care strategies include the City of New Westminster, City of Richmond, and City of Vancouver. These strategies can be used to review promising practices at the local level and help inform future child care plans. The most recent plan was developed by the City of Richmond and within this plan is a municipal promising practices review focused on the City of Vancouver and City of New Westminster. This review examines strategies these municipalities have used

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[47] Holt, C. (2018). Planning for child care: The impact of planning policies and strategies on the development of early learning and child care spaces in Winnipeg, Manitoba.

[48] Metro Vancouver. (2019). 2019 Survey of Licensed Child Care Spaces and Policies in Metro Vancouver.

[49] City of Richmond. (2016). 2017-2022: Richmond Child Care Needs Assessment and Strategy.

to create spaces, inform planning and policy developments, and build partnerships. In order to inform planning and policy developments, prior to action plans being created, conducting a needs assessment within the municipality is a key promising practice which was undertaken both by New Westminster and Richmond. When needs assessments are conducted, municipalities are able to have a better understanding of existing gaps and strengths.[50] In regards to space creation, both the City of Vancouver and New Westminster have provided funding through grants which enable not-for-profit centres to expand, renovate, or repair facilities and Richmond proposed to follow suit in their action plan. This funding, in turn, provides families with more access to quality, accessible, and affordable child care.

The final promising practice discussed in the Richmond child care strategy was to focus on building partnerships and collaborate across sectors (ex. school districts, local organizations, provincial government). Arguably, building partnerships is the way, "municipalities can make the most of their resources to address child care issues."[51] Notably, the City of Vancouver and the City of Burnaby have made relationship-building a priority. Vancouver established the Joint Child Care Council (JCC) in 2004 which brings together the City of Vancouver, the Vancouver Parks Board the Vancouver Board of Education, Vancouver Coastal Health and the Vancouver Public Library, along with community agencies and business representatives in order to create quality child care. As a result, the JCC has collaborated on the creation of over 1000 new child care spaces including the creation of a number of child care centres at schools.

Furthermore, the City of Burnaby developed a Child Care Facilities Memorandum and Agreement (MOA) in 2014 with School District 41 in order to, "build up to twelve child care facilities in modular building on School District lands."[52] This agreement is one of the first of its kind across the province and a pivotal relationship in establishing quality child care. In addition, in October 2019, the Burnaby School District School District confirmed a partnership to increase the number of before and after school child care spaces, as outlined in their project definition report [Before and After School Childcare: Creating a Plan for Childcare Opportunities within the Burnaby School District](#).[53]

Although each municipality across British Columbia has unique needs, there are many trends and promising practices which can be applied to any municipal child care plan. By reviewing existing plans, municipalities are able to better understand the promising practices that will meet the child care needs of their community, and strive towards creating a quality, affordable and accessible child care system.

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[50] (City of Richmond, 2016)
[51] (City of Richmond, 2016, p. 23)
[52] (City of Richmond, 2016, p. 23)
[53] Burnaby School District 41. (2019). Project Definition Report: Before and After School Childcare: Creating a Plan for Childcare Opportunities Within the Burnaby School District.

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